



Erasmus+

Programme Guide

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

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Erasmus+

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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

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



EDUCATION AND TRAINING

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

WHICH ACTIONS ARE SUPPORTED?

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

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

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

WHAT ARE THE AIMS OF THESE ACTIONS?

SPECIFIC OBJECTIVES

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

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

YOUTH

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

WHICH ACTIONS ARE SUPPORTED?

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

- Mobility projects for young people (Youth Exchanges and 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.;

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.

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF

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

Student mobility:

- a **study period** abroad at a partner higher education institution (HEI);
- a **traineeship (work placement)** abroad²¹ in an enterprise or any other relevant workplace²².

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

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

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

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

Staff mobility:

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

A period abroad can combine teaching and training activities.

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

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

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

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

- Applicant organisation from a Programme Country: in charge of applying for the mobility project, signing and managing the grant agreement and reporting. The applicant can be a consortium coordinator: leading a mobility consortium of partner organisations of the same country aimed at organising any type of student and staff mobility.

²¹ Traineeships between Programme and Partner Countries are not foreseen in 2016, either with an Erasmus+ grant, or as a zero-grant from EU funds.

²² Following courses at a higher education institution cannot be considered as a traineeship.

MOBILITY PROJECT FOR VET LEARNERS AND STAFF

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

Learners' mobility:

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

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

Each mobility activity is set within a quality framework previously agreed upon by the sending and receiving organisations to ensure a high level of quality for the activity, including a "Learning Agreement".

The learning outcomes are formally recognised and validated at an institutional level, course contents are adapted as necessary to ensure that the mobility period abroad fits well with the course in which the apprentice/VET student is enrolled.

In order to strengthen the employability of young people and to facilitate their transition to the labour market, recent graduates from VET schools or companies providing VET to apprentices can participate in this activity as well.

Staff mobility:

- **teaching/training assignments:** this activity allows staff of VET schools to teach at a partner VET school abroad. It also allows staff of enterprises to provide training at a VET organisation abroad.
- **staff training:** this activity supports the professional development of VET staff in the form of a work placement or a job shadowing/observation period abroad in an enterprise or any other VET organisation.

Erasmus+ supports learning mobility of staff that:

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

These activities are also an opportunity for VET staff to gain competences in addressing the needs of learners with disadvantaged backgrounds. Given the current context concerning young migrants, refugees and asylum seekers, particular attention will be also given to support projects that train VET staff in such areas as training refugee children, intercultural classrooms, teaching youngsters in their second language, classroom tolerance and diversity.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

- **Applicant organisation:** in charge of applying for the mobility project, signing and managing the grant agreement and reporting. The applicant can be a consortium coordinator: leading a national mobility consortium of partner organisations of the same country aimed at sending VET learners and staff to activities abroad. The national mobility consortium coordinator can also – but not necessarily – act as sending organisation.
- **Sending organisation:** in charge of selecting VET learners/staff and sending them abroad.
- **Receiving organisation:** in charge of receiving foreign VET learners/staff and offering them a programme of activities, or benefiting from a training activity provided by VET staff.
- **Intermediary organisation:** this is an organisation active in the labour market or in the fields of education, training and youth. It is a partner in a national mobility consortium, but is not a sending organisation. Its role may be to share and facilitate the administrative procedures of the sending VET organisations and to better match apprentice/student profiles with the needs of enterprises in case of traineeships and to jointly prepare participants.

The sending and receiving organisations, together with the students/staff, must have agreed on the activities to be undertaken by the students - in a 'Learning Agreement' - or by staff members - in a 'Mobility Agreement' - prior to the start of the mobility period. These agreements define the target learning outcomes for the learning period abroad, specify the formal recognition provisions and list the rights and obligations of each party.

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

For VET Mobility projects, applicant organisations can choose between applying with or without an Erasmus+ VET Mobility Charter, depending on whether the organisations involved have been awarded a Charter or not during the previous year. The eligibility and award criteria for these two application modalities are described below.

MOBILITY PROJECT FOR VET LEARNERS AND STAFF WITHOUT THE ERASMUS+ VET MOBILITY CHARTER

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

GENERAL ELIGIBILITY CRITERIA

Eligible activities	<p>A VET mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none"> ▪ VET learners traineeships in vocational institutes abroad; ▪ VET learners traineeships in companies abroad; ▪ Teaching/training assignments abroad; ▪ Staff training abroad.
Eligible participating organisations	<p>A participating organisation can be:</p> <ul style="list-style-type: none"> ▪ any public or private organisation (or its subsidiary/branch) active in the field of vocational education and training (defined as a VET Organisation); or ▪ any public or private organisation active in the labour market or in the fields of education, training and youth. <p>For example, such organisations can be:</p> <ul style="list-style-type: none"> – a vocational education school/institute/centre; – a public or private, a small, medium or large enterprise (including social enterprises); – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a public body at local, regional or national level; – a research institute; – a foundation; – a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including adult education); – a non-profit organisation, association, NGO; – a body providing career guidance, professional counselling and information services; – a body responsible for policies in the field of vocational education and training. <p>Each organisation must be established in a Programme Country.</p>
Who can apply?	<ul style="list-style-type: none"> ▪ A VET organisation (or its subsidiary/branch) sending learners and staff abroad; ▪ The coordinator of a national mobility consortium. <p>Individuals cannot apply directly for a grant.</p>

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.

OTHER INFORMATION

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

MOBILITY PROJECT FOR VET LEARNERS AND STAFF WITH THE ERASMUS+ VET MOBILITY CHARTER

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

GENERAL ELIGIBILITY CRITERIA

Who can apply?	Individual organisations or consortia, established in a Programme Country, that are holders of the Erasmus+ VET Mobility Charter ³⁶ .
Eligible activities	A VET mobility project must comprise one or more of the following activities: <ul style="list-style-type: none"> ▪ VET learners traineeships in vocational institutes abroad; ▪ VET learners traineeships in companies abroad; ▪ Teaching/training assignments abroad; ▪ Staff training abroad.
Number of participating organisations	A mobility activity is transnational and involves a minimum of two participating organisations (at least one sending and one receiving organisation) from different countries. In case of projects from national mobility consortia holding an Erasmus+ VET Mobility Charter, the sending and receiving organisations must be from different countries.
Duration of project	1 to 2 years. The applicant must choose the duration at application stage.
Where to apply?	To the National Agency of the country in which the applicant organisation is established.

³⁶ For more information on the Charter, see the section "The Erasmus+ VET Mobility Charter" and the Annex I of this Guide.

MOBILITY PROJECT FOR SCHOOL EDUCATION STAFF

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

Staff mobility:

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

These activities are also an opportunity for teachers to gain competences in addressing the needs of pupils with disadvantaged backgrounds. Given the current context concerning young migrants, refugees and asylum seekers, particular attention will be also given to support projects that train teachers in such areas as training refugee children, intercultural classrooms, teaching pupils in their second language, classroom tolerance and diversity.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

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

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

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

Erasmus+ supports learning mobility of staff that:

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

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

MOBILITY PROJECT FOR ADULT EDUCATION STAFF

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

Staff mobility:

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

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN THIS PROJECT?

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

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

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

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

Erasmus+ supports learning mobility of staff that:

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

WHAT ARE THE CRITERIA USED TO ASSESS THIS PROJECT?

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

ELIGIBILITY CRITERIA

Eligible activities	<p>An adult education mobility project must comprise one or more of the following activities:</p> <ul style="list-style-type: none"> ▪ Teaching/training assignments; ▪ Staff training.
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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 Cycle⁴⁷ 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.

⁴⁷ 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

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:

ERASMUS MUNDUS JOINT MASTER DEGREES

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

Erasmus Mundus Joint Master Degrees (EMJMD) aim to:

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

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

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

WHAT IS AN ERASMUS MUNDUS JOINT MASTER DEGREE?

An EMJMD is a high-level integrated international study programme of 60, 90 or 120 ECTS credits, delivered by an international consortium of HEIs from different countries and, where relevant, other educational and/or non-educational partners with specific expertise and interest in the study areas/professional domains covered by the joint programme. Their specificity lies in the high degree of jointness/integration⁶⁶ and the excellent academic content and methodology they offer. There is no limitation in terms of discipline. The list of joint programmes funded under the Erasmus+ programme can be found on the Executive Agency website.

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

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

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

The sections below describe the nature, selection and funding conditions of newly selected EMJMDs, as well as the conditions applicable to already selected EMMC which implement student intakes in the context of their on-going framework partnership agreements concluded under the Erasmus Mundus Programme.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

This Action will support the following activities:

- the delivery of a EMJMD programme corresponding to 60, 90 or 120 ECTS credits, organised through an international consortium of HEIs including the participation of invited scholars (guest lecturers) for teaching, training and/or research purposes;

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

ERASMUS+ MASTER LOANS

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

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

The Erasmus+ Master loans will become available incrementally in more countries and to more students over the years, as of the academic year 2015-2016.

<p>Amounts and object of the loans</p>	<p>The loans are up to 12,000 EUR for a 1-year Master programme and up to 18,000 EUR for an up to 2-year Master and can cover both living and tuition costs in any of the 33 Erasmus+ Programme Countries.</p> <p>Key social safeguards include no collateral by student or parents, favourable interest rate, favourable pay-back terms.</p> <p>The EU budget allocation of 517m EUR for guarantees (professionally managed by the European Investment Fund, part of European Investment Bank Group) will release a multiple amount in loans from the banking sector (up to 3.2 billion EUR) to mobile Master's students.</p> <p>Thus, up to 200,000 students may be supported to do their Master's studies in another Erasmus+ Programme Country.</p>
<p>Eligibility criteria</p>	<p>To be eligible students must:</p> <ul style="list-style-type: none"> - Be a resident of one of the Erasmus+ Programme Countries. - Have successfully completed first cycle higher education studies (Bachelor or equivalent) and have been accepted for a 2nd cycle programme (Master or equivalent) at a recognised higher education institution (HEI) which holds the Erasmus Charter for Higher Education (ECHE). <p>The Master (or equivalent) that they intend to study must:</p> <ul style="list-style-type: none"> - Be delivered in a different country from their country of residence and from where they obtained their Bachelor degree (or the equivalent degree which giving them access to the Master programme) - Be a full programme that will lead to a degree.
<p>Where to apply?</p>	<p>Directly to participating banks or student loan companies</p>

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

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

WHICH ACTIONS ARE SUPPORTED?

This Key Action supports:

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

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

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.

KNOWLEDGE ALLIANCES

WHAT ARE THE AIMS AND PRIORITIES OF A KNOWLEDGE ALLIANCE?

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

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

Main attention is turned to projects that contribute to the modernisation of Europe's higher education systems as outlined in the 2011 EU Communication on the Modernisation Agenda for Higher Education⁸⁶, namely to increase attainment levels; improve the quality and relevance of higher education; strengthen quality through mobility and cross-border cooperation; make the knowledge triangle work; improve governance and funding.

Additional emphasis is placed on making use of existing initiatives, and on the intelligent use of digital tools as recommended in the 2013 EU Communication on Opening Up Education⁸⁷.

WHAT IS A KNOWLEDGE ALLIANCE?

Knowledge Alliances are transnational, structured and result-driven projects, notably between higher education and business. Knowledge Alliances are open to any discipline, sector and to cross-sectoral cooperation. The partners share common goals and work together towards mutually beneficial results and outcomes. The results and expected outcomes are clearly defined, realistic and address the issues identified in the needs analysis.

Knowledge Alliances are meant to have a short and long-term impact on the wide range of stakeholders involved, at individual, organisational and systemic level.

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

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

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

- **Boosting innovation in higher education, business and in the broader socio-economic environment:**
 - jointly developing and implementing new learning and teaching methods (like new multidisciplinary curricula, learner-centred and real problem-based teaching and learning);
 - organising continuing educational programmes and activities with and within companies;
 - jointly developing solutions for challenging issues, product and process innovation (students, professors and practitioners together).
- **Developing entrepreneurship mind-set and skills:**
 - creating schemes of transversal skills learning and application throughout higher education programmes developed in cooperation with enterprises aiming at strengthening employability, creativity and new professional paths;
 - introducing entrepreneurship education in any discipline to provide students, researchers, staff and educators with the knowledge, skills and motivation to engage in entrepreneurial activities in a variety of settings;
 - opening up new learning opportunities through the practical application of entrepreneurial skills, which can involve and/or lead to the commercialisation of new services, products and prototypes, to the creation of start-ups and spin-offs.

⁸⁶ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>

⁸⁷ 2013 EU Communication on Opening Up Education: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0654&from=EN>

SECTOR SKILLS ALLIANCES

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

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

Sector Skills Alliances are open to all economic sectors as they are defined by the Eurostat NACE – Statistical classification of economic activities in the European Union.

- This should be achieved through actions aimed at the following objectives:
- Identification of existing and emerging skills needs for professions in specific sectors,
- strengthening the exchange of knowledge and practice between education and training institutions and the labour market;
- modernising VET by adapting provision to skills needs,
- integrating work based learning in VET provision, and exploiting its potential to drive economic development and innovation, increasing the competitiveness of the sectors concerned;
- building mutual trust, facilitating cross-border certification and therefore easing professional mobility in a sector, and increasing recognition of qualifications at European level within a sector.

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

WHAT IS A SECTOR SKILLS ALLIANCE?

Sector Skills Alliances are transnational projects either identifying or drawing on existing and emerging skills needs in a specific economic sector and/or translating these needs into vocational curricula to respond to those needs.

A particular focus will be on **digital skills** as they are increasingly important on all job profiles across the entire labour market.

Also, the transition to a circular economy needs to be underpinned by changes to qualifications and national education and training curricula to meet emerging professional needs for "**green skills**".

Projects can achieve these aims by applying to one of the following "lots" (applicant organisations are not allowed to apply for the two lots at the same time):

Lot 1: Sector Skills Alliances for skills needs identification will work at sectoral level in order to provide clear and detailed evidence of what the needs and gaps are. This would make it possible to address such gaps through training provision, whether it be VET-based (Lot 2) or other education and training.

Lot 2: Sector Skills Alliances for design and delivery of VET will work to **design and deliver common training content** for vocational programmes for one, or several related, profession/s in a sector, as well as teaching and training methodologies. A particular focus is to be put on work-based learning, providing learners with the skills required by the labour market. Lot 2 - Sector Skills Alliances are required to apply EU wide instruments and tools such as the EQF, ECVET, EQAVET.

Sectors are defined by the Eurostat NACE – Statistical classification of economic activities in the European Union.

In case two or more proposals receive the same score and the available budget is not sufficient to finance all of them, proposals from members of European Sector Skills Councils will be given priority.

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

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

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



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

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



WHAT ARE THE FUNDING RULES?

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

Maximum EU contribution awarded for a Lot 1 - Sector Skills Alliance for skills needs identification (2 or 3 years): 500 000 EUR Maximum EU contribution awarded for a Lot 2 - Skills Alliance for design and delivery of VET (3 years): 1 400 000 EUR				
Eligible costs		Financing mechanism	Amount	Rule of allocation
Implementation support	Contribution to any activity directly linked to the implementation of the project including: project management, project meetings, intellectual outputs (such as curricula, pedagogical materials, <u>open educational resources (OER)</u> , IT tools, analyses, studies, etc.), dissemination, participation in events, conferences, travel, etc. The number of days and the profile of staff involved by country is the basis for the calculation of the EU contribution.	Contribution to unit costs	B3.1 per manager involved per day of work on the project	Conditional: applicants will have to justify the type and volume of resources needed in relation to the implementation of the proposed activities and outputs. The outputs should be substantial in quality and quantity to qualify for this type of grant support.
			B3.2 per researcher/ teacher/trainer involved per day of work on the project	
			B3.3 per technician involved per day of work on the project	
			B3.4 per administrative staff involved per day of work on the project	

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

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

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

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

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

	Manager	Teacher/Trainer/Researcher	Technician	Administrative staff
	B3.1	B3.2	B3.3	B3.4
Australia, Canada, Kuwait, Macao, Monaco, Qatar, San Marino, Switzerland, United States of America	353	289	228	189
Andorra, Brunei, Japan, New Zealand, Singapore, United Arab Emirates, Vatican City State	336	257	194	157
Bahamas, Bahrain, Equatorial Guinea, Hong Kong, Israel, Korea (Republic of), Oman, Saudi Arabia, Taiwan	197	164	122	93
Afghanistan, Albania, Algeria, Angola, Antigua and Barbuda, Argentina, Armenia, Azerbaijan, Bangladesh, Barbados, 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	106	88	66	47

CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION

This action which aims to support the modernisation, accessibility and internationalisation of higher education in the Partner Countries is to be carried out in the context of the priorities identified in the Communications “Increasing the impact of EU Development Policy: an Agenda for Change”⁹² and “European Higher Education in the World”⁹³.

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

- European Neighbourhood Instrument (ENI)⁹⁴
- Development Cooperation Instrument (DCI)⁹⁵
- Instrument for Pre-accession Assistance (IPA)⁹⁶
- European Development Fund⁹⁷

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

The following section should be read in conjunction with Annex I of this present Guide (Specific rules and information relating to Capacity Building in the field of higher education)

WHAT IS A CAPACITY-BUILDING PROJECT?

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

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

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

- improve the quality of higher education and enhance its relevance for the labour market and society;
- improve the level of competences and skills in HEIs by developing new and innovative education programmes;
- enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs;
- increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies
- foster regional integration and cooperation across different regions⁹⁸ of the world through joint initiatives, sharing of good practices and cooperation.

⁹² “Increasing the impact of EU Development Policy: an Agenda for Change”, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 13.10.2011, COM(2011) 637 final

⁹³ “European Higher Education in the World”, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 11.07.2013 COM(2013) 499 final

⁹⁴ REGULATION (EU) No 232/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a European Neighbourhood Instrument <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0027:0043:EN:PDF>

⁹⁵ REGULATION (EU) No 233/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a financing instrument for development cooperation for the period 2014-2020

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

⁹⁶ REGULATION (EU) No 231/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing an Instrument for Pre-accession Assistance (IPA II)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:077:0011:0026:EN:PDF>

⁹⁷ Indicative only. Subject to the provisions of the revised Cotonou Partnership Agreement and multiannual financial framework 2014-2020

⁹⁸ In the framework of this action, a region is defined as a grouping of countries belonging to a certain macro-geographic area. The classification of regions applied under Erasmus+ is in line with the categorisations made by the different EU external action instruments.

Two categories of Capacity-building projects are supported:

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

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

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

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

Capacity-building projects can be implemented as:

- National projects, i.e. projects involving institutions from only one eligible Partner Country;
- Multi-country projects within one single region, involving at least two countries from this region;
- Multi-country projects involving more than one region, involving at least one country from each region concerned.

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

The Special Mobility Strand must be instrumental to the objectives of the project (integrated mobility) and implemented through inter-institutional agreements. However, it is important to note that this component of the project may be rejected (not funded) even if the project is selected; the non-selection of this component should not hamper the implementation of the other activities foreseen by the project. The Special Mobility Strand should be seen as additional support provided by the EU to reinforce the intervention logic of the project but cannot be a condition for the successful implementation of the core project objectives. The funding of a Special Mobility Strand within a selected project will depend on the results of the specific qualitative evaluation of the proposal and on the budget available. It is expected that no more than 40% of the Joint or Structural projects selected for funding for Regions 1, 2, 3 will benefit from such a grant.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

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

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

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

Curriculum reform projects, in particular, are expected to include training for teaching staff and address related issues such as quality assurance and employability of graduates through links to the labour market. Study programmes must be officially accredited before the end of the project time life. The teaching of new or updated courses must start during the life-time of the project with an adequate number of students and retrained teachers and has to take place during at least one third of the project duration. Training during curriculum reform projects can also target administrative personnel such as library staff, laboratory staff and IT staff.

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

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

In more concrete terms, these activities can include:

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

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

Student mobility:

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

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

Student mobility must be related to the topic or thematic area addressed by the project.

- a **traineeship (work placement) abroad** in an enterprise or any other relevant workplace in one of the consortium countries. Traineeships abroad at a workplace are also supported during short cycle, first, second, third cycle studies. This includes as well the "assistantships" for student teachers.

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

- **A combination of both.**

Staff mobility:

- a **teaching period:** this activity allows HEI teaching staff or staff from any participating organisation to teach at a partner HEI abroad.
- a **training period** in one of the consortium countries: this activity supports the professional development of HEI teaching and non-teaching staff in the form of: a) participation in structured courses, including professionally focused

language trainings, or training events abroad (conferences excluded); b) job shadowing/observation periods/trainings at a partner HEI, or at another relevant organisation abroad.

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

Depending on their objectives, Capacity-building projects should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results. It will be important to ensure an equitable and active involvement of the different partners based on a suitable distribution of tasks and a clear demonstration of networking capacities and in order to increase impact, to be able to draw on all the different levels of the partnership and not just on individual participation.

Partners must submit mandates⁹⁹ signed between the coordinator and each partner, confirming that they grant power of attorney to the coordinator, to act in their name and for their account in signing the possible agreement and its subsequent riders with the Education, Audiovisual and Culture Executive Agency.

According to the scope and objectives of the Action, participating organisations from eligible Partner Countries are intended to be the target of the Capacity-building project. The activities and outcomes described in the proposal must be geared to benefit the eligible Partner Countries, their higher education institutions and systems.

HEIs from the eligible Partner Countries are encouraged to act as applicants, provided that they have the financial and operational capacity required.

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

Additionally the Capacity-building in the field of higher education project may also benefit from the involvement of associated partners (optional). These organisations (for instance non-academic partners) contribute indirectly to the implementation of specific tasks/activities and/or support the dissemination and sustainability of the project. Such contribution may for example take the form of knowledge and skills transfer, the provision of complementary courses or possibilities for secondment or placement. Associated partners do not count for the minimum number of higher education institutions or Ministries required for the partnership composition. For contractual management issues, "associated partners" are not considered as part of the consortium and therefore are not considered as beneficiaries and their costs are not taken into account for the calculation of the EU grant.

If the project foresees a Special Mobility Strand:

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

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A CAPACITY-BUILDING PROJECT IN THE FIELD OF HIGHER EDUCATION?

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

⁹⁹ The mandate duly signed by the legal representative of the partner organisation will be an annex to the Grant Agreement and has therefore legal force. The template provided by the Agency must be used in all cases without any modification or adjustment. Mandates must be provided using the template published with the official documents of the call for proposals.

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

Full partners: are those participating organisations from Programme or Partner Countries which contribute actively to the achievement of the Capacity Building project's objectives. Each full partner must sign a mandate to confer to the coordinating organisation the responsibility of acting as main beneficiary and act in his name during the implementation of the project

Associated partners (optional): Capacity-building projects can involve associated partners who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. For contractual management issues, "associated partners" are not considered as part of the project partners, and they do not receive funding, neither are they considered as regards the minimum requirements for consortium composition. However their involvement and role in the project and different activities have to be clearly described.

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

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

ELIGIBILITY CRITERIA

Eligible Partner Countries	Partner Countries belonging to Regions 1 to 4 and 6 to 11 ¹⁰⁰ included (see section "Eligible Countries" in Part A of this Guide).
Eligible participating organisations¹⁰¹	A participating organisation can be: <ul style="list-style-type: none"> ▪ any public or private organisation offering full programmes leading to higher education degrees and recognised diplomas at tertiary education qualifications level¹⁰² (defined as higher education institution and recognised as such by the competent authority); or <ul style="list-style-type: none"> ▪ any public or private organisation active in the labour market or in the fields of education, training and youth. For example, such organisation can be: <ul style="list-style-type: none"> – a public, private small medium or large enterprise (including social enterprises); – a public body at local, regional or national level (including ministries); – a social partner or other representative of working life, including chambers of commerce, craft/professional associations and trade unions; – a research institute; – a foundation; – a school/institute (on any level, from pre-school to upper secondary education, including vocational education and adult education); – a non-profit organisation, association, NGO (including national or international associations or networks of higher education institutions, students or teachers associations, etc.); – a cultural organisation, library, museum; – a body providing career guidance, professional counselling and information services.

¹⁰⁰ Indicative only. Subject to the provisions of the revised Cotonou Partnership Agreement and multiannual financial framework 2014-2020.

¹⁰¹ The following types of organisations are not eligible:

- EU institutions and other EU bodies including specialised agencies (their exhaustive list is available on the website ec.europa.eu/institutions/index_en.htm);
- National Erasmus+ Offices in the eligible Partner Countries (in order to avoid a possible conflict of interests and/or double funding);

Organisations managing EU programmes such as national agencies in the Programme Countries should refer to Part C of the present Guide

¹⁰² International Standard Classification of Education (ISCED 2011), tertiary education, **at least** level 5. Post-secondary non-tertiary education ISCED 2011 level 4 is not accepted.



	<p>Each participating organisation must be established in a Programme Country or in an eligible Partner Country.</p> <p>Higher education institutions (HEIs) located in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in eligible Partner Countries; however for the Special Mobility Strand, HEIs established in the eligible Partner Countries will have to have established inter-institutional agreements with all partner HEIs, endorsing the principles of the ECHE.</p> <p>Faculties/schools/colleges/departments/centres/foundations/institutes or any other components, which are parts of higher education institutions but established as autonomous legal entities, are considered ineligible (even if they have a PIC – Participant Identification Code) unless they can provide a specific project-related statement signed by the Rector/President of the higher education institution authorising them to commit the whole institution.</p> <p>Associations or organisations of higher education institutions dedicated to the promotion, improvement and reform of higher education as well as to co-operation within Europe and between Europe and other parts of the world are eligible. If such associations, organisations or networks also cover other education sectors and training, the main focus of their activities must be on higher education, which must be clearly reflected in the organisation statutes and governance structures. An association, organisation or network of higher education institutions will count as one legal entity/partner institution, meaning that it will be treated as one entity from the country where the headquarter is based. These organisations will not be considered as HEIs. Only those members which are established in the Programme or eligible Partner Countries can benefit from the grant.</p> <p>International governmental organisations may participate as partners in Capacity-building projects on a self-financing basis.</p> <p>Specific provision for Ukraine: In the case of Ukraine, eligible Higher Education Institutions are only those recognised by the Ministry of Education and Science of Ukraine (for further information please contact the National Erasmus+ Office in Ukraine).</p>
<p>Who can apply?</p>	<p>The following types of participating organisations can apply for a grant:</p> <ul style="list-style-type: none"> • a higher education institution; • an association or organisation of higher education institutions; • <u>only for Structural Projects</u>: a legally recognized national or international rector, teacher or student organisation. <p>established in a Programme or in an eligible Partner Country.</p> <p>This organisation applies on behalf of all participating organisations involved in the project.</p> <p>Exception: participating organisations from Libya and Syria (Region 3) as well as from the Russian Federation (Region 4) cannot act as applicants.</p>

<p>Number and profile of participating organisations</p>	<p>Capacity-building projects must respect all of the following criteria:</p> <p>For projects addressing one Partner Country only (national projects):</p> <p>One eligible Partner Country and at least three Programme Countries must be involved in the project.</p> <p>These projects must include, as full partners, a minimum number of HEIs, as follows:</p> <ul style="list-style-type: none"> • minimum one HEI from each Programme Country taking part in the project; • minimum three HEIs from the Partner Country taking part in the project. • projects must include at least as many Partner Country HEIs as there are Programme Country HEIs. <p>Exception: in Partner Countries where the number of higher education institutions is lower than 5 in the whole country or in cases where one single institution represents more than 50% of the overall student population of the country, applications counting only one HEI for those countries will be accepted.</p> <p>For projects addressing two or more Partner Countries (multi-country projects):</p> <p>At least two eligible Partner Countries and at least three Programme Countries must be involved in the project. Partner Countries can be from the same region¹⁰³ or from different regions covered by the Action.</p> <p>These projects must include, as full partners, a minimum number of HEIs, as follows:</p> <ul style="list-style-type: none"> • minimum one HEI from each Programme Country taking part in the project; • minimum two HEIs from each Partner Country taking part in the project; • projects must include at least as many Partner Country HEIs as there are Programme Country HEIs. <p>Exception: in Partner Countries where the number of higher education institutions is lower than 5 in the whole country or in cases where one single institution represents more than 50% of the overall student population of the country, applications counting only one HEI for those countries will be accepted on the condition that the projects includes at least as many Partner Country HEIs as there are Programme Country HEIs.</p> <p><u>Additional specific criteria applying to:</u></p> <ul style="list-style-type: none"> • Structural Projects: projects must also involve, as full partners, the Ministries responsible for higher education in each of the eligible Partner Countries targeted by the project. • Projects involving partners from Region 4 (Russian Federation) must involve at least another Partner Country. • Projects involving partners from Region 8 (Latin America), must involve at least two Partner Countries from that region in the project.
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¹⁰³ In the framework of this action, a region is defined as a grouping of countries belonging to a certain macro-geographic area. The classification of regions applied under Erasmus+ is in line with the categorisations made by the different EU external action instruments.

Other criteria	Where an association, organisation or network of higher education institutions is involved, the requirements for the minimum number of participating organizations indicated above must be fulfilled, counting the association / organisation / network as only one partner from the country where the headquarters is based. Please note that these organisations cannot be considered as HEIs.
Duration of project	Capacity-building Projects can last two or three years. The duration must be chosen at application stage, based on the objective of the project and on the type of activities foreseen over time. Only under exceptional circumstances, one extension of the eligibility period of maximum 12 months, may be granted if it becomes impossible for the coordinator to complete the project within the scheduled period.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, based in Brussels.
When to apply?	Applicants have to submit their grant application by 10 February at 12:00 (midday Brussels time) for projects starting on 15 October of the same year.
How to apply?	The application must be introduced in compliance with the modalities described in Part C of this Guide.

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

AWARD CRITERIA

The project will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	<ul style="list-style-type: none"> ▪ The proposed project and results foreseen will contribute efficiently to the objectives of the Capacity-building action in the target country/ies; ▪ The application clearly addresses the thematic national and regional priorities set by the programme for its target country/ies or region(s); ▪ The proposal explains why the planned activities and expected results meet the needs of the target groups in the best way; ▪ The project inscribes itself in the modernisation, development and internationalisation strategy of the targeted higher education institutions and is in line with the development strategies for higher education in the eligible Partner Countries; ▪ The objectives of the project are clear, realistic and appropriate, based on a genuine and adequate needs analysis; ▪ The project is innovative and /or complementary to other initiatives or projects already carried out under the present or past actions; ▪ The application demonstrates that similar results could not be achieved through national, regional or local funding.
Quality of the project design and implementation (maximum 30 points)	<ul style="list-style-type: none"> ▪ The activities proposed over the lifetime of the project are of high quality, pertinent and appropriate to achieve the objectives and foreseen results; ▪ The proposed methodology is innovative, feasible and appropriate to achieve the foreseen results; ▪ The project is cost-effective and allocates appropriate resources to each activity; ▪ The overall project design ensures consistency between project objectives, methodology, activities and budget proposed; ▪ The work plan is clear and realistic, with well-defined activities, realistic time-lines, clear deliverables and milestones. It demonstrates a logical and sound planning capacity and includes appropriate phases for preparation,

	<p>implementation, evaluation, follow-up and dissemination of results;</p> <ul style="list-style-type: none"> ▪ Challenges/risks of the project are clearly identified and mitigating actions properly addressed. Quality control measures, including indicators and benchmarks, are in place to ensure that the project implementation is of high quality, completed in time and on budget. Reliable sources are given for verification of indicators to measure the outcomes of the action.
<p>Quality of the project team and the cooperation arrangements (maximum 20 points)</p>	<ul style="list-style-type: none"> ▪ The project involves a strong and complementary partnership of higher education institutions; ▪ The project team has the necessary skills, experience, expertise and management support to successfully deliver all aspects of the project; ▪ Where relevant, the project also includes the most appropriate and diverse range of non-academic partners, in order to benefit from their different experiences, profiles and specific expertise; ▪ The distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity; ▪ An effective mechanism is proposed to ensure good coordination, decision making and communication between the participating organisations, participants and any other relevant stakeholder; ▪ The participating organisations from eligible Partner Countries are satisfactorily involved in the implementation of the action and decision making (including measures for any conflict resolution); ▪ The project involves higher education institutions that have not benefited from support for capacity building in the past.
<p>Impact and sustainability (maximum 20 points)</p>	<ul style="list-style-type: none"> ▪ The project will have a substantial impact on the capacities of participating organisations (notably higher education institutions) in the eligible Partner Countries, in particular on the development and modernisation of higher education, to assist them in opening themselves up to society at large, the labour market and the wider world and to support their capacity for international cooperation; ▪ The project will produce multiplier effects outside the participating organisations at local/regional/national or international level. Measures are in place to assess the effective impact achieved by the project; ▪ The dissemination plan during and beyond the project lifetime is clear and efficient, with appropriate resources identified in each of the participating organisations, to ensure high quality dissemination of project experiences and outputs to relevant stakeholders; ▪ The project will ensure a real sustainability of the proposed activities and outputs after the project lifetime, in particular through attracting co-funding or other forms of support. It will also ensure the mainstreaming and effective use/implementation of the project results.

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

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

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

PRIORITIES

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

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

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

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

National projects, in the countries where national priorities have been established will have to comply with national priorities. For the other countries, projects will have to comply with the regional priorities.

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

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

SPECIAL MOBILITY STRAND

ELIGIBILITY CRITERIA

Eligible flows

	Programme Country to Programme Country	Programme Country-to eligible Partner Country	Eligible Partner Country to Programme Country	Eligible Partner Country to eligible Partner Country
Students	Not eligible	Eligible	Eligible	Eligible
Staff for teaching purpose	Not eligible	Eligible	Eligible	Eligible
Staff for training purpose	Not eligible	Not eligible	Eligible	Eligible

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

Eligible Partner Countries	Partner Countries belonging to Region 1, 2 and 3 (see section "Eligible Countries" in Part A of this Guide)
Eligible Activities	<p><u>Student mobility:</u></p> <ul style="list-style-type: none"> ▪ a study period abroad at a partner HEI; or ▪ a traineeship (work placement) abroad in an enterprise or any other relevant workplace. ▪ a combination of both. <p><u>Staff mobility:</u></p> <ul style="list-style-type: none"> ▪ a teaching period: this activity allows HEI teaching staff or staff from enterprises to teach at a partner HEI abroad. ▪ a training period: this activity supports the professional development of HEI teaching and non-teaching staff in the form of: a) participation in structured courses, including professionally focused language trainings, or training events abroad (conferences excluded); b) job shadowing/observation periods/trainings at a partner HEI, or at another relevant or-

	ganisation abroad.
Eligible participants	<p>Student mobility:</p> <p>Students enrolled in studies, leading to a recognised degree or other recognised tertiary-level qualification (up to and including doctorate level) in a partner HEI. In case of mobility for studies, the students must be enrolled in at least in the second year of higher education studies. For traineeships, this condition does not apply.</p> <p>Staff mobility:</p> <p>For teaching periods: staff employed in a HEI or in an enterprise involved in the Capacity-building project.</p> <p>For training periods: staff employed in a HEI involved in the Capacity-building project.</p> <p>It is important to note that students and staff cannot apply directly for a grant; the selection criteria for participation in the mobility activities are defined by the consortium.</p>
Duration of Student Mobility	<p>Study periods: from 3¹⁰⁴ to 12 months (including a complementary traineeship period, if planned).</p> <p>Traineeships: from 2 to 12 months.</p> <p>The same student may participate in mobility periods totalling up to 12 months¹⁰⁵ maximum per cycle of study¹⁰⁶, independently of the number and type of mobility activities:</p> <ul style="list-style-type: none"> ▪ during the first study cycle (Bachelor or equivalent) including the short-cycle (EQF levels 5 and 6); ▪ during the second study cycle (Master or equivalent - EQF level 7); and ▪ during the third cycle as doctoral candidate (doctoral level or EQF level 8). <p>Participation with a zero-grant from EU funds counts as well towards this maximum duration.</p>
Duration of Staff Mobility	<p>Staff Mobility: from 5 days to 2 months, excluding travel time.</p> <p>In addition, in all cases a teaching activity has to comprise of a minimum 8 hours of teaching per week (or any lower period of stay). If the mobility lasts longer than one week, the minimum number of teaching hours for an incomplete week should be proportional to the duration of that week.</p>

ADDITIONAL AWARD CRITERIA

Project proposals applying for the special mobility strand will have to demonstrate which is the added value and/or innovative character of the course(s) proposed by the mobile teachers and/or to the mobile students. The relevance of the staff mobility contribution to the receiving higher education and to the sending higher education institutions should be clearly explained. Both sending and receiving higher education institutions must comply with the Erasmus Charter for Higher Education provisions and agree on arrangements for optimal organisation of the mobility activities.

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

¹⁰⁴ Minimum duration of a study period is 3 months, or 1 academic term or trimester.

¹⁰⁵ Prior experience under LLP-Erasmus Programme and the Erasmus Mundus Programme counts towards the 12 months per study cycle.

¹⁰⁶ In one-cycle study programmes, such as Medicine, students can be mobile for up to 24 months.



<p>Quality of the design and implementation of the Special Mobility Action</p> <p>(maximum 10 points)</p>	<ul style="list-style-type: none"> ▪ The mobility component fully contributes to the achievements of the project objectives and is well articulated with them in particular in terms of subject areas / topics addressed by the project. Course(s) to be taught by mobile teachers and/or to the mobile students demonstrate(s) an added value to the project; ▪ The proposal includes transparent criteria and an effective procedure for the identification and selection of participants for mobility; ▪ Quality measures are put in place both at the sending and the receiving organisation to monitor the mobility activity, and take appropriate measures if the results are not reached as initially envisaged. Quality services are offered to the students in their host institution (induction session, local language/culture courses, tutoring and mentoring, support for accommodation, etc.); ▪ The project demonstrates that mobility actions have a positive impact not only on individuals benefitting from them, but also on the eligible Partner Country institutions and explains how the successful mobility experiences will be recognised and valued at institutional level. Relevance of the contribution of the staff mobility to the host higher education institutions for the targeted students and to the home higher education institutions (dissemination of the experience/competences gained within and beyond the higher education area) is clearly proved; ▪ The proposal describes the strategy for efficient validation and/or recognition of the participants' learning outcomes and mobility periods, such as the definition of joint recognition and performance evaluation mechanisms (including the elaboration of grades conversion grids); usage of the transferable credits and Diploma Supplement.
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Mobility Strands components that score five points or less will not be considered for funding.

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

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

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

WHAT ELSE SHOULD YOU KNOW ABOUT A CAPACITY-BUILDING PROJECT?

REGIONAL COOPERATION

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

IMPACT AND DISSEMINATION

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

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

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

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

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

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

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

Although the implementation of the project may require other types of expenditure (such as costs for dissemination, publishing, translation if these are not sub-contracted, overhead costs), this expenditure will not be taken into account to calculate the grant proposed. As a result, they will have to be covered by co-funding.

Financial reporting for budget items based on contribution to unit costs (contribution to staff costs, travel costs and costs of stay) will be based on the principle of the "triggering event". Beneficiaries will have to prove that the activities have actually been and properly implemented and the output produced, but will not have to report on the use of the funds. As a consequence, beneficiaries will have flexibility in the way they manage the funds awarded to cover the expenses necessary for the implementation of the project, once the requirements, in terms of activities and achievements are attained.

Financial reporting for budget items based on real costs (equipment and sub-contracting) will be based on the expenses actually incurred which will need to be duly documented (see below).

The grant proposed will never exceed the grant amount requested and will depend on:

- the grant amount requested by the applicant, the eligibility of the activities and the cost-efficiency of the project;
- the total budget available for Capacity-building projects.

The detailed financial implementation modalities of the project must be agreed upon by the partners and formalised in a partnership agreement to be signed at the beginning of the project.

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

Minimum EU grant for Joint and Structural projects: 500 000 EUR
Maximum EU grant for Joint and Structural projects: 1 000 000 EUR

Eligible costs		Financing mechanism	Amount/ Maximum ceiling	Rule of allocation	
Staff costs	Contribution to the costs of staff performing tasks which are directly necessary to the achievements of the project's objectives	Contribution to unit costs	B4.1 per manager involved per day of work on the project	Max. 40% of the total grant	Conditional: applicants will have to justify the type and volume of resources needed in relation to the implementation of the proposed activities and outputs. The contribution is provided on condition that the salary for the same tasks is compensated only once.
			B4.2 per researcher/ teacher/trainer involved per day of work on the project		
			B4.3 per technician involved per day of work on the project		
			B4.4 per administrative staff involved per day of work on the project		
Travel costs	Contribution to the travel costs of students and staff involved in the project, from their place of origin to the venue of the activity and return (including visa fee and related obligatory insurance, travel insurance and cancellation costs if justified). Activities and related travels must be carried out in the countries involved in the project. Any exception to this rule must be authorised by the Agency. For the detailed list of eligible activities, see Annex I of this Guide.	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 ¹⁰⁷ . 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 ¹⁰⁸ . Financial support will be provided only for travels that are directly related to the achievement of the objectives of the project.	
			For travel distances between 500 and 1999 KM: 275 EUR per participant		
			For travel distances between 2000 and 2999 KM: 360 EUR per participant		
			For travel distances between 3000 and 3999 KM: 530 EUR per participant		
			For travel distances between 4000 and 7999 KM: 820 EUR per participant		
			For travel distances of 8000 KM or more: 1100 EUR per participant		

¹⁰⁷ Distance calculator: http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹⁰⁸ 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).

Costs of stay	Costs for subsistence, accommodation, local and public transport such as bus and taxi, personal or optional health insurance.	Contribution to unit costs	Staff	up to the 14th day of activity: 120 EUR per day per participant + between the 15 th and 60 th day of activity: 70 EUR per day per participant + between the 61 th day of activity and up to 3 months: 50 EUR per day per participant	Based on the duration of the stay of the participants.
			Students	up to the 14th day of activity: 55 EUR per day per participant + between the 15 th and 90 th day of activity: 40 EUR per day per participant	
Equipment	Contribution for the purchase of equipment necessary for the implementation of the project. Support is provided only for equipment purchased for the benefit of the HEIs in the Partner Countries	Real costs	100% of eligible costs Max. 30% of the total grant		Conditional: the request for financial support to cover these costs must be motivated in the application form
Sub-contracting	Support for sub-contracting costs that are necessary to the implementation of the project, including, in particular, costs for the compulsory financial audits (audit certificate) and for any external quality assurance procedure. Sub-contracting for project-management-related tasks is not eligible.	Real costs	100% of eligible costs Max. 10% of the total grant		Sub-contracting to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition.

TABLE A – STAFF COSTS (AMOUNTS IN EURO PER DAY) PROGRAMME COUNTRIES

The category of staff to be applied will depend on the work to be performed in the project and not on the basis of the status or title of the individual. In other words, staff costs related, for example, to an administrative task that has been carried out by an academic should be charged under the category "Administrative staff". Actual remuneration modalities of staff involved in the project will be defined jointly by the organisations involved in the project, endorsed by the managers responsible for their employment and will be part of the partnership agreement to be signed among the partners at the beginning of the project.

The unit-cost which will be applicable to calculate the grant will be the one of the country in which the staff member is employed, independently of where the tasks will be carried out (i.e. a staff member of an organisation of Country A working (partly) in Country B will be considered for the unit-costs under Country A).

	Manager	Teacher/Trainer/Researcher/ Youth worker	Technician	Administrative staff¹⁰⁹
	B4.1	B4.2	B4.3	B4.4
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein Norway	294	241	190	157
Belgium, Germany, France, Italy, Finland, United Kingdom, Iceland	280	214	162	131
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	164	137	102	78
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia, former Yugoslav Republic of Macedonia, Turkey	88	74	55	39

¹⁰⁹ Students can work for the project and their salaries can be paid from Staff Costs (administrative staff) provided that they have signed a work contract with a consortium member institution.

TABLE B – STAFF COSTS (AMOUNTS IN EURO PER DAY) PARTNER COUNTRIES

The category of staff to be applied will depend on the work to be performed in the project and not on the basis of the status or title of the individual. In other words, staff costs related, for example, to an administrative task that has been carried out by an academic should be charged under the category "Administrative staff". Actual remuneration modalities of staff involved in the project will be defined jointly by the organisations involved in the project, endorsed by the managers responsible for their employment and will be part of the partnership agreement to be signed among the partners at the beginning of the project.

The unit-cost which will be applicable to calculate the grant will be the one of the country in which the staff member is employed, independently of where the tasks will be carried out (i.e. a staff member of an organisation of Country A working (partly) in Country B will be considered for the unit-costs under Country A).

	Manager	Teacher/Trainer/Researcher	Technician	Administrative staff ¹¹⁰
	B4.1	B4.2	B4.3	B4.4
Israel	166	132	102	92
Albania, Angola, Antigua and Barbuda, Argentina, Barbados, Bosnia and Herzegovina, Brazil, Chile, Colombia, Comoros, Cook Islands, Dominica, Gabon, Grenada, Ivory Coast, Kosovo ¹¹¹ , Lebanon, Libya, Mexico, Montenegro, Nigeria, Peru, Saint Kitts And Nevis, Saint Lucia, Saint Vincent And the Grenadines, Sao Tome and Principe, Serbia, Seychelles, Thailand, Territory of Ukraine as recognised by international law, Uruguay, Venezuela, Zambia, Zimbabwe	108	80	57	45
Afghanistan, Azerbaijan, Bahamas, Bolivia, Burkina Faso, Cameroon, China, Congo, Costa Rica, Djibouti, Dominican Republic, Ecuador, El Salvador, Georgia, Guatemala, Guinea-Bissau, Haiti, Iran, Iraq, Jamaica, Jordan, Kazakhstan, Kenya, Micronesia, Morocco, Mozambique, Namibia, Palestine ¹¹² , Panama, Papua New Guinea, Paraguay, Senegal, South Africa, Surinam, Swaziland, Territory of Russia as recognised by international law, Trinidad and Tobago, Vanuatu	77	57	40	32

¹¹⁰ Students can work for the project and their salaries can be paid from Staff Costs (administrative staff) provided that they have signed a work contract with a consortium member institution.

¹¹¹ This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

¹¹² This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue

<p>Algeria, Armenia, Bangladesh, Belarus, Belize, Benin, Bhutan, Botswana, Myanmar, Burundi, Cambodia, Cape Verde, Central African Republic, Chad, Congo – Democratic Republic of the-, Cuba, Korea, Egypt, Eritrea, Ethiopia, Equatorial Guinea, Fiji Island, Gambia, Ghana, Guinea, Guyana, Honduras, India, Indonesia, Kiribati, Kyrgyzstan, Laos, Lesotho, Liberia, Madagascar, Malawi, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Moldova, Mongolia, Nauru, Nepal, Nicaragua, Niger, Niue, Pakistan, Palau, Philippines, Rwanda, Samoa, Sierra Leone, Solomon, Somalia, South Sudan, Sri Lanka, Sudan, Syria, Tajikistan, Tanzania, Timor-Leste – Democratic Republic of, Togo, Tonga, Tunisia, Turkmenistan, Tuvalu, Uganda, Uzbekistan, Vietnam, Yemen</p>	<p>47</p>	<p>33</p>	<p>22</p>	<p>17</p>
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FUNDING RULES FOR THE SPECIAL MOBILITY STRAND

For the Special Mobility Strand in the Partner Countries concerned (Regions 1, 2 and 3), an additional budget dedicated for the mobility of students and staff may be granted in addition to the core budget. The budget of the project must be drafted according to the following funding rules (in euro):

**Maximum EU grant for the special mobility strand:
Up to 80% of the total EU grant of the joint or structural project (excluding the mobility strand)**

Eligible costs		Financing mechanism	Amount/ Maximum ceiling		Rule of allocation
Travel costs (students and staff)	Contribution to the travel costs of students and staff involved in the project, from their place of origin to the venue of the activity and return (including visa fee and related obligatory insurance, travel insurance and cancellation costs if justified). Activities and related travels must be carried out in the countries involved in the project. Any exception to this rule must be authorised by the Agency. For the detailed list of eligible activities, see Annex I of this Guide.	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 ¹¹³ . 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 ¹¹⁴ . Financial support will be provided only for travels that are directly related to the achievement of the objectives of the project.
			For travel distances between 500 and 1999 KM: 275 EUR per participant		
			For travel distances between 2000 and 2999 KM: 360 EUR per participant		
			For travel distances between 3000 and 3999 KM: 530 EUR per participant		
			For travel distances between 4000 and 7999 KM: 820 EUR per participant		
			For travel distances of 8000 KM or more: 1100 EUR per participant		
Subsistence costs	Costs for subsistence, accommodation, local and public transport such as bus and taxi, personal or optional health insurance.	Contribution to unit costs	Students	Students from Partner Countries: B5.1 per month per participant Students from Programme Countries: B5.2 per month per participant	Based on the duration of the stay per participant
			Staff	up to the 14 th day of activity: B6.1 or B6.3 per day per participant	

¹¹³ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹¹⁴ 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).

				+ between the 15 th and 60 th day of activity: B6.2 or B6.4 per day per participant	
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TABLE 1 – SUBSISTENCE FOR STUDENTS (AMOUNTS IN EURO PER MONTH)

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

Receiving country	Students from Partner Countries	Students from Programme Countries
	Amount (per month)	Amount (per month)
	B5.1	B5.2
Denmark, Ireland, France, Italy, Austria, Finland, Sweden, United Kingdom, Liechtenstein, Norway	850	Not eligible
Belgium, Czech Republic, Germany, Greece, Spain, Croatia, Cyprus, Luxembourg, Netherlands, Portugal, Slovenia, Iceland, Turkey	800	Not eligible
Bulgaria, Estonia, Latvia, Lithuania, Hungary, Malta, Poland, Romania, Slovakia, former Yugoslav Republic of Macedonia	750	Not eligible
Albania, Bosnia and Herzegovina, Montenegro, Serbia and Kosovo ¹¹⁵ Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law, Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine ¹¹⁶ , Syria, Tunisia	750	650
All other Partner Countries	Not eligible	Not eligible

¹¹⁵ 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.

¹¹⁶ This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.

TABLE 2 – SUBSISTENCE FOR STAFF (AMOUNTS IN EURO PER DAY)

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

Receiving country	Staff from Partner Countries		Staff from Programme Countries	
	Amount (per day)		Amount (per day)	
	B6.1	B6.2	B6.3	B6.4
Denmark, Ireland, Netherlands, Sweden, United Kingdom	160	112	Not eligible	
Belgium, Bulgaria, Czech Republic, Greece, France, Italy, Cyprus, Luxembourg, Hungary, Austria, Poland, Romania, Finland, Iceland, Liechtenstein, Norway, Turkey	140	98	Not eligible	
Germany, Spain, Latvia, Malta, Portugal, Slovakia, former Yugoslav Republic of Macedonia	120	84	Not eligible	
Estonia, Croatia, Lithuania, Slovenia	100	70	Not eligible	
Albania, Bosnia and Herzegovina, Montenegro, Serbia and Kosovo ¹¹⁷ Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine ¹¹⁸ , Syria, Tunisia	100	70	160	112
All other Partner Countries	Not eligible		Not eligible	

¹¹⁷ 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.

¹¹⁸ This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.

CAPACITY BUILDING IN THE FIELD OF YOUTH

WHAT ARE THE AIMS OF A CAPACITY-BUILDING PROJECT?

Youth Capacity-building projects aim to:

- foster cooperation and exchanges in the field of youth between Programme Countries and Partner Countries from different regions¹¹⁹ 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 projects¹²⁰.

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;

¹¹⁹ In the framework of this Action, a region is defined as a grouping of countries belonging to a certain macro-geographic area.

¹²⁰ 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 Exchanges¹²¹ between Programme and eligible Partner Countries;
- European Voluntary Service¹²² from/to eligible Partner Countries;
- Mobility of youth workers¹²³ 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.

¹²¹ 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.

¹²² As above.

¹²³ 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 30 ¹²⁴ 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 30¹²⁵, 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.

¹²⁴Please 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.

¹²⁵ See note above.

AWARD CRITERIA

The project will be assessed against the following criteria:

<p>Relevance of the project (maximum 20 points)</p>	<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.
<p>Quality of the project design and implementation (maximum 30 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 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.
<p>Quality of the project team and the cooperation arrangements (maximum 30 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. ▪ The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders.
<p>Impact and dissemination (maximum 20 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 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 ¹²⁶	

¹²⁶ 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 ¹²⁷ . 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 ¹²⁸
			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 ¹²⁹	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).

¹²⁷ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹²⁸ 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).

¹²⁹ 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 ¹³⁰ . 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 ¹³¹
			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	

¹³⁰ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹³¹ 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	<p>For travel distances between 100 and 499 KM: 180 EUR per participant</p> <p>For travel distances between 500 and 1999 KM: 275 EUR per participant</p> <p>For travel distances between 2000 and 2999 KM: 360 EUR per participant</p> <p>For travel distances between 3000 and 3999 KM: 530 EUR per participant</p> <p>For travel distances between 4000 and 7999 KM: 820 EUR per participant</p> <p>For travel distances of 8000 KM or more: 1100 EUR per participant¹³⁴</p>	Based on the travel distance per participant. Travel distances must be calculated using the distance calculator supported by the European Commission ¹³² . 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 ¹³³
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).

¹³² http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹³³ For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).

¹³⁴ 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 Union¹³⁵.</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.

¹³⁵ 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 ¹³⁶ . 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 ¹³⁷
			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 ¹³⁸	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).

¹³⁶ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹³⁷ 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.

¹³⁸ 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
Partner Country neighbouring the EU	29

JEAN MONNET ACTIVITIES

WHICH ACTIONS ARE SUPPORTED?

Jean Monnet Activities support the following Actions:

- Jean Monnet Modules (teaching and research);
- Jean Monnet Chairs (teaching and research);
- Jean Monnet Centres of Excellence (teaching and research);
- Jean Monnet Support to Associations;
- Jean Monnet Networks (policy debate with the academic world);
- Jean Monnet Projects (policy debate with the academic world).

The following sections of this Guide provide detailed information on the criteria and funding rules applying to the Jean Monnet Actions.

WHAT ARE THE AIMS OF JEAN MONNET?

The Jean Monnet Actions aim at promoting excellence in teaching and research in the field of European Union studies worldwide. These Actions also aim at fostering the dialogue between the academic world and policy-makers, in particular with the aim of enhancing governance of EU policies.

European Union studies comprise the study of Europe in its entirety with particular emphasis on the European integration process in both its internal and external aspects. The discipline also covers the role of the EU in a globalised world and in promoting an active European citizenship and dialogue between people and cultures.

The core subject areas are the following:

- EU and Comparative Regionalism Studies;
- EU Communication and Information Studies;
- EU Economic Studies;
- EU Historical Studies;
- EU Intercultural Dialogue Studies;
- EU Interdisciplinary Studies;
- EU International Relations and Diplomacy Studies;
- EU Legal Studies;
- EU Political and Administrative Studies.

However, different subject areas (such as sociology, philosophy, religion, geography, literature, art, sciences, environmental studies, global studies, etc.) may also be associated with this field of study when they include an element of teaching, research or reflection on the EU and contribute, in general, to the Europeanization of the curricula.

Comparative studies will only be considered where they relate to the different integration processes throughout the world.

In relation to the general objectives of the Erasmus+ Programme, Jean Monnet aims to:

- promote excellence in teaching and research in EU studies;
- equip students and young professionals with knowledge of European Union subjects relevant for their academic and professional lives and enhance their civic skills;
- foster the dialogue between the academic world and policy-makers, in particular to enhance governance of EU policies;
- promote innovation in teaching and research (e.g. cross-sectoral and/or multi-disciplinary studies, open education, networking with other institutions);
- mainstream and diversify EU-related subjects throughout the curricula proposed by higher education institutions to their students;
- improve the quality of professional training on EU subjects (with modules that deal with EU subjects more in-depth or extend to new subjects);
- foster the engagement of young academics in teaching and research on European subjects.

Jean Monnet is expected to bring positive and long-lasting effects to the participants involved, to the promoting organisations, as well as to the policy systems within which they are framed.

As regards the participants directly or indirectly involved in the Actions, Jean Monnet aims to produce the following outcomes:

- enhanced employability and improved career prospects for young graduates, by including or reinforcing a European dimension in their studies;
- increased interest in understanding and participating in the European Union, leading to a more active citizenship;
- support for young researchers (i.e. who have obtained a PhD degree in the last five years) and professors who want to carry out research and teaching on EU subjects;
- increased opportunities for academic staff in terms of professional and career development.

Activities supported under Jean Monnet are also expected to produce the following outcomes on participating organisations:

- increased capacity to teach and research on EU matters: improved or innovative curricula; increased capacity to attract excellent students; reinforced cooperation with partners from other countries; increased allocation of financial resources to teaching and research on EU subjects within the institution;
- more modern, dynamic, committed and professional environment inside the organisation: promoting the professional development of young researchers and professors; ready to integrate good practices and new EU subjects into didactic programmes and initiatives; open to synergies with other organisations.

Jean Monnet is expected in the long run to encourage the promotion and diversification of EU studies worldwide as well as to enhance and extend the participation of staff from more faculties and departments in European Union teaching and research.

JEAN MONNET MODULES

WHAT IS A JEAN MONNET MODULE?

A Jean Monnet Module is a short teaching programme (or course) in the field of European Union studies at a higher education institution. Each Module has a minimum duration of 40 teaching hours per academic year. Teaching hours are taken to include direct contact hours in the context of group lectures, seminars, tutorials and may include any of the aforementioned in a distance learning format but do not include individual instruction. Modules may concentrate on one particular discipline in European studies or be multidisciplinary in approach and therefore call upon the academic input of several professors and experts.

Erasmus+ supports Jean Monnet Modules with the aim to:

- promote research and first teaching experience for young researchers and scholars and practitioners in European Union issues;
- foster the publication and dissemination of the results of academic research;
- create interest in the EU and constitute the basis for future poles of European knowledge, particularly in Partner Countries;
- foster the introduction of a European Union angle into mainly non EU related studies;
- deliver tailor-made courses on specific EU issues relevant for graduates in their professional life.

The Jean Monnet Module anchors and mainstreams teaching on EU matters in curricula which so far have included EU-related content only to a limited extent. They also bring facts and knowledge on the European Union to a broad spectrum of learners and interested citizens.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Jean Monnet Modules must take one of the following forms:

- general or introductory courses on European Union issues (in particular at institutions and faculties that do not yet have a highly developed course offering in the field);
- specialised teaching on European Union developments (in particular at institutions and faculties that do already have a highly developed course offering in the field);
- summer and intensive courses that are fully recognised.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET MODULE?

Higher education institutions have the role of supporting and promoting the Module coordinators by ensuring that the largest possible public benefits from their activities both inside and outside the institution.

Higher education institutions support Module coordinators in their teaching, research and reflection activities: they recognise the teaching activities developed; they monitor the activities, give visibility and valorise the results obtained by their staff involved in Jean Monnet.

Higher education institutions are required to maintain the activities of a Jean Monnet Module during the entire duration of the project, including replacing the academic coordinator if the need arises. If the institution is obliged to replace Module coordinators, a written request for approval has to be sent to the Executive Agency. Moreover, the new proposed coordinator must have the same level of specialisation in European Union studies.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET MODULE?

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

ELIGIBILITY CRITERIA

Who can apply?	<p>A higher education institution (HEI) established in any country of the world. HEIs established in Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries.</p> <p>Individuals cannot apply directly for a grant.</p>
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Duration of project	Three years. Holders of three-year term contracts for Jean Monnet Modules must wait until one academic year has elapsed following the end of the previous contractual period before submitting a new application for the same Action type. This obligatory pause does not apply if the new proposal is for a different Action type e.g. a former Chair holder applying for a Module. Furthermore, the holder of an on-going Module may apply for a new Module if the content is different.
Duration of activity	A Jean Monnet Module must be taught for a minimum of 40 hours per academic year (for three consecutive years) in the field of European Union studies at the applicant higher education institution.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by 25 February at 12:00 (midday Brussels time) for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	<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 (see sections "What are the aims of Jean Monnet " and "What is a Jean Monnet Module"). ▪ The extent to which the proposal: <ul style="list-style-type: none"> - is suitable for fostering the development of new teaching, research or debating activities; - includes the use of new methodologies, tools and technologies; - demonstrates evidence of academic added value ; - promotes and gives greater visibility to this European studies/issues both within the institution participating in the Jean Monnet Action and outside. ▪ The relevance of the proposal to priority target groups of the Action: <ul style="list-style-type: none"> - institutions established in countries not covered by the Jean Monnet Action; - institutions or academics not yet in receipt of Jean Monnet funding; - specific EU related subjects in studies which have had limited exposure to but are increasingly affected by European aspects; - students who do not automatically come into contact with European studies (in such fields as science, engineering, medicine, education, arts and languages, etc.).
Quality of the project design and implementation (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination; ▪ The consistency between project objectives, activities and the budget proposed; ▪ The quality and feasibility of the methodology proposed.
Quality of the project team (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The pertinence of the profile and expertise of key academic staff involved - both in the academic and non-academic domains - with the activities carried out in the project.

<p>Impact and dissemination (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the teaching activities; ▪ The potential impact of the project: <ul style="list-style-type: none"> - on the institution(s) participating in the Jean Monnet Action; - on the students and learners benefiting from the Jean Monnet Action; - on other organisations and individuals involved at local, regional, national and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Activities; ▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain any disproportionate limitations.
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To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET MODULE?

BUDGET ALLOCATION

Up to 20% of the budget allocated to support Modules will be granted to Jean Monnet Modules for which the coordinators are researchers who have obtained a PhD degree in the last five years. This measure will support young researchers starting their academic careers.

DISSEMINATION AND IMPACT

Jean Monnet Modules are required to disseminate and exploit the results of the organised teaching and research activities beyond the scope of the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to an increasing number of students, professionals, policy makers and other interested groups.

All coordinators of Jean Monnet Modules will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be encouraged strongly to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These sections, which are part of the general IT tool for Erasmus+, will keep the wider public informed about the institutions and their Jean Monnet courses. Grant holders will be asked to regularly update the tool with the results of their work.

Coordinators of Jean Monnet Modules are encouraged to:

- publish at least one peer reviewed article during the grant period. The grant will cover part of the publication and, if need be, of the translation costs;
- participate in dissemination and information events at national and European level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to the general public and civil society representatives;
- network with other coordinators of Modules, Centres of Excellence, Jean Monnet Chairs and supported Institutions;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.

WHAT ARE THE FUNDING RULES?

The maximum grant that can be awarded is 30 000 EUR that can represent the maximum of 75% of the total cost of the Jean Monnet Module.

A system based on a combination of scales of unit costs and flat-rate financing for the awarding of grants under the Jean Monnet Activities applies. This system is determined on the basis of a calculated national teaching cost per hour. The following method is used:

- **Teaching scale of unit costs** : the calculated national unit cost per hour D.1 is multiplied by the number of teaching hours ;
- **Additional flat-rate financing**: a 'top-up' percentage of 40% for a Jean Monnet Module is added to the above mentioned unit costs basis.

The final grant is then obtained by applying the maximum 75% EU funding of total calculated grant and by respecting the maximum grant ceiling for a Jean Monnet Module (30 000 EUR).

The specific amounts applying to Jean Monnet Modules can be found in the section "Jean Monnet unit costs" at the end of the Jean Monnet chapter in this Part of the Guide.

JEAN MONNET CHAIRS

WHAT IS A JEAN MONNET CHAIR?

A Jean Monnet Chair is a teaching post with a specialisation in European Union studies for university professors for a duration of three years. A Jean Monnet Chair must be held by only one professor, who must provide the minimum of 90 teaching hours per academic year. Teaching hours are taken to include direct contact hours in the context of group lectures, seminars, tutorials and may include any of the aforementioned in a distance learning format but do not include individual instruction and/or supervision.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Main activities (minimum of 90 hours per academic year):

- deepen teaching in European Union studies embodied in an official curriculum of a higher education institution;
- provide in-depth teaching on European Union matters for future professionals in fields which are in increasing demand on the labour market;

Additional activities:

- provide teaching/lectures to students from other departments (e.g. architecture, medicine, etc) to better prepare them for their future professional life.
- encourage, advise and mentor the young generation of teachers and researchers in European Union studies subject areas;
- conduct, monitor and supervise research on EU subjects, for other educational levels such as teacher training and compulsory education;
- organise activities (conferences, seminars/webinars, workshops, etc.) targeting to policy makers at local, regional and national level as well as to civil society.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET CHAIR?

Jean Monnet Chairs are an integral part of the higher education institution that concludes the grant agreement/decision.

Jean Monnet Chairs are inscribed in their institution's official academic activities. The higher education institutions are requested to support Jean Monnet Chair holders in their teaching, research and reflection activities, allowing the widest possible range of curricula to benefit from the courses; they should recognise the teaching activities developed.

Higher education institutions have the final responsibility for their applications. They are obliged to maintain the activities of a Jean Monnet Chair during the entire duration of the project. If the institution is obliged to replace Chair holder, a written request for approval has to be sent to the Executive Agency. Moreover the new proposed chair holder must have the same level of specialisation in European Union studies.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET CHAIR?

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

ELIGIBILITY CRITERIA

Who can apply?	<p>A Higher Education Institution (HEI) established in any country of the world. HEIs established in Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries.</p> <p>Individuals cannot apply directly for a grant.</p>
Profile of Jean Monnet Chairs	<p>Jean Monnet Chair holders must be permanent staff members at the applicant institution and have the rank of professor. They may not be a "visiting professor" at the HEI applying for the grant.</p>

Duration of project	Three years. Chair-holders of three-year term contracts for Jean Monnet Chairs must wait until one academic year has elapsed following the end of the previous contractual period before submitting a new application for the same Action type. This obligatory pause does not apply if the new proposal is for a different Action type e.g. a former Chair holder applying for a Module.
Duration of the activity	Jean Monnet Chair holders must teach a minimum of 90 hours per academic year (for three consecutive years) and carry out at least one additional activity per academic year as described above.
Duration of activity	Jean Monnet Chair holders must teach a minimum of 90 hours per academic year (for three consecutive years) in the field of European Union studies at the applicant higher education institution.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by 25 February at 12:00 (midday Brussels time) for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	<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 (see sections "What are the aims of Jean Monnet Actions"). ▪ The extent to which the proposal: <ul style="list-style-type: none"> - is submitted in favour of an academic with an excellent profile in a specific field of European Union studies ; - is suitable for fostering the development of new teaching, research or debating activities; - includes the use of new methodologies, tools and technologies; - promotes and gives greater visibility to this European studies/issues both within the institution participating in the Jean Monnet Action and outside. ▪ The relevance of the proposal to priority target groups of the Action: <ul style="list-style-type: none"> - institutions established in countries not covered by the Jean Monnet Action; - institutions or academics not yet in receipt of Jean Monnet funding; - specific EU related subjects in studies which have had limited exposure to but are increasingly affected by European aspects.
Quality of the project design and implementation (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination; ▪ The consistency between project objectives, activities and the budget proposed ; ▪ The quality and feasibility of the methodology proposed.
Quality of the project team (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The pertinence of the profile and expertise of key staff involved - both in the academic and non-academic domains - with the activities carried out in the project.

<p>Impact and dissemination (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the teaching activities; ▪ The potential impact of the project: <ul style="list-style-type: none"> - on the institution hosting the Jean Monnet Action; - on the students and learners benefiting from the Jean Monnet Action; - on other organisations and individuals involved at local, regional, national and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action; ▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences and does not contain disproportionate limitations.
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To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET CHAIR?

DISSEMINATION AND IMPACT

Jean Monnet Chairs are required to disseminate and exploit the results of the organised activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact the Chair holders should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to a considerably increasing number of students, professionals, policy makers and other interested groups.

Jean Monnet Chairs will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the institutions and their Jean Monnet courses. Grant holders will be asked to regularly update the tool with the results of their work.

Jean Monnet Chairs are encouraged to:

- publish at least one book within the University Press during the grant period. The grant will cover part of the publication and, if need be, part of the translation costs;
- participate in dissemination and information events at national and European level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to the general public and civil society representatives;
- network with other Jean Monnet Chairs, coordinators of Modules, Centres of Excellence and supported Institutions;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.

WHAT ARE THE FUNDING RULES?

The maximum grant that can be awarded is 50 000 EUR that can represent the maximum of 75% of the total cost of the Jean Monnet Chair.

A system based on a combination of scales of unit costs and flat-rate financing for the awarding of grants under the Jean Monnet Activities applies. This system is determined on the basis of a calculated national teaching cost per hour. The following method is used:

- **Teaching scale of unit cost:** the calculated national teaching unit cost per hour D.1 is multiplied by the teaching number of hours of the Jean Monnet Chair;

- **Additional flat-rate financing:** a 'top-up' percentage of 10% for a Jean Monnet Chair is added to the above mentioned unit costs basis. This top-up percentage takes account of the additional academic activities included in a Chair such as staff costs, travel and subsistence costs, dissemination costs, costs for teaching materials and indirect costs, etc..

The final grant is then obtained by applying the maximum 75% EU funding of total calculated amount and by respecting the maximum grant ceiling for a Jean Monnet Chair (50 000 EUR).

The specific amounts applying to Jean Monnet Chairs can be found in the section "Jean Monnet unit costs" at the end of the Jean Monnet chapter in this Part of the Guide

JEAN MONNET CENTRES OF EXCELLENCE

WHAT IS A JEAN MONNET CENTRE OF EXCELLENCE?

A Jean Monnet Centre of Excellence is a focal point of competence and knowledge on European Union subjects.

A Jean Monnet Centre of Excellence gathers the expertise and competences of high-level experts and aims at developing synergies between the various disciplines and resources in European studies, as well as at creating joint transnational activities and structural links with academic institutions in other countries. It also ensures openness to civil society.

Jean Monnet Centres of Excellence have a major role in reaching out to students from faculties not normally dealing with European Union issues as well as to policy makers, civil servants, organised civil society and the general public at large.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

A Jean Monnet Centre of Excellence must develop a strategic three-year annual plan including a wide range of activities, such as:

- organising and coordinating human and documentary resources related to European Union studies;
- leading research activities in specific European Union subjects (research function);
- developing content and tools on EU subjects to update and complement the current courses and curricula (teaching function);
- enhancing the debate and exchange of experiences about the EU, where possible in partnership with local stakeholders and/or EU Representations Offices in Member States and EU Delegations in third countries (think-tank function);
- systematic publication of the results of research activities.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET CENTRE OF EXCELLENCE?

Higher education institutions planning to establish a Jean Monnet Centre of Excellence are expected to reflect on its strategic development. They should provide guidance and a vision for the best experts available among the teaching and research staff for creating synergies allowing high-level collaborative work on specific EU subjects. They should support and promote the initiatives of the Centre and assist their development.

Higher education institutions are obliged to maintain the activities of a Jean Monnet Centre of Excellence during the entire duration of the project including replacing the academic coordinator if the need arises. If the institution is obliged to replace the original academic coordinator, a written request for approval has to be sent to the Executive Agency.

A Centre of Excellence may involve the co-operation of several institutions/organisations established in the same city or region. In any case, it must be a clearly labelled institute or structure specialised in European Union studies and must be hosted by a higher education institution.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET CENTRE OF EXCELLENCE?

Here below are listed the formal criteria that a Jean Monnet Centre of Excellence must respect in order to be eligible for an Erasmus+ grant:



ELIGIBILITY CRITERIA

Who can apply?	A higher education institution (HEI) established in any country of the world. HEIs established in Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. Individuals cannot apply directly for a grant.
Duration of project	Three years. Holders of three-year term contracts for Jean Monnet Centres must wait until one academic year has elapsed following the end of the previous contractual period before submitting a new application for the same type of project. This obligatory pause does not apply if the new proposal is for a different project type.
Duration of activity	Three years.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by 25 February at 12:00 (midday Brussels time) for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.
Other criteria	Only one Jean Monnet Centre of Excellence can be supported in any given higher education institution.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	<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 (see sections "What are the aims of Jean Monnet" and "What is a Jean Monnet Centre of Excellence"); - the needs and objectives of the participating organisations and of the academics involved. ▪ The extent to which the proposal: <ul style="list-style-type: none"> - is suitable for fostering the development of new teaching, research or debating activities; - demonstrates evidence of academic added value; - promotes and gives greater visibility to European studies/issues both within the institution hosting the Jean Monnet activities and outside. ▪ The relevance of the proposal to priority target groups of the Action: <ul style="list-style-type: none"> - institutions established in countries not covered by the Jean Monnet Action; - institutions or academics not yet in receipt of Jean Monnet funding.
Quality of the project design and implementation (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination; ▪ The consistency between project objectives, activities and budget proposed; ▪ The quality and feasibility of the methodology proposed.
Quality of the project team (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The pertinence of the profile and expertise of key academic staff involved - both in the academic and non-academic domains -with the activities carried out in the project.

<p>Impact and dissemination (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the teaching activities; ▪ The potential impact of the project: <ul style="list-style-type: none"> - on the institution(s) participating in the Jean Monnet Action; - on the students and learners benefiting from the Jean Monnet Action; - on other organisations and individuals involved at local, regional, national and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action; ▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.
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To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET CENTRE OF EXCELLENCE?

DISSEMINATION AND IMPACT

Jean Monnet Centres of Excellence are required to disseminate and exploit the results of the organised teaching and research activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to a considerably increasing number of students, professionals, policy makers and other interested groups.

Jean Monnet Centres of Excellence will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the institutions and their Jean Monnet courses. Grant holders will be asked to regularly update the tool with the results of their work.

Centres of Excellence are encouraged to:

- participate in dissemination and information events at European and national level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to the general public and civil society representatives;
- network with other Centres of Excellence, Jean Monnet Chairs, coordinators of Modules and supported Institutions;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.

WHAT ARE THE FUNDING RULES?

If the project is selected, the following funding rules will apply to the grant:

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	<p>Eligible direct costs</p> <ul style="list-style-type: none"> ▪ Staff costs ▪ Travel and subsistence costs ▪ Subcontracting costs (maximum 30% of eligible direct costs) ▪ Equipment costs (maximum 10% of eligible direct costs) ▪ Teaching costs ▪ Other costs <p>Eligible indirect costs</p> <p>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	<p>80% of the total eligible costs (unless a lower % of grant is requested by the applicant)</p> <p>Maximum € 100 000</p>	<p>Conditional: objectives and work programme must be clearly outlined in the application form</p>

JEAN MONNET SUPPORT TO ASSOCIATIONS

Jean Monnet supports associations that have as their explicit purpose to contribute to the study of the European integration process. Such associations should be interdisciplinary and open to all interested professors, teachers and researchers specialising in European Union issues in the relevant country or region. They should be representative of the academic community in European Union studies at regional, national or supranational level. Support will be given only to associations that are officially registered and have independent legal status.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Over the lifetime of the grant, associations may typically realise a broad range of activities, such as for example:

- organise and carry out statutory activities of associations dealing with European Union studies and European Union issues (e.g. the publication of a newsletter, the setting up of a dedicated website, the organisation of the annual board meeting, the organisation of specific promotional events aimed at providing greater visibility to European Union subjects, etc.);
- perform research in the field of specific European issues in order to advise local, regional, national and European policy makers and disseminate the outcomes among the institutions involved in these issues, including the EU Institutions as well as a wider public thus enhancing active citizenship.

WHAT IS THE ROLE OF ASSOCIATIONS?

Jean Monnet Associations should become reference points in the European Union subject areas they cover.

They will assume the role of multipliers and they will disseminate knowledge; they will also contribute to collecting and capitalizing information as well as providing analysis and visions on specific subjects.

Associations are ultimately responsible for their proposals. They are obliged to implement the activities described in their work programme during the entire duration of the grant.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET SUPPORT TO ASSOCIATIONS?

Here below are listed the formal criteria that a Jean Monnet support to associations must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	Any association of professors and researchers specialising in European Union Studies, established in any country of the world. The explicit purpose of the association must be to contribute to the study of the European integration process at national or transnational level. The association must have an interdisciplinary character. Individuals cannot apply directly for a grant.
Duration of project	Three years.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by the 25 February at 12:00 (midday Brussels time) for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

<p>Relevance of the project (Maximum 25 points)</p>	<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 sections "What is the aim of Jean Monnet " and "What is Jean Monnet support to as-associations"). ▪ The extent to which the proposal: <ul style="list-style-type: none"> - is suitable for supporting the statutory activities of the association and for performing research in European issues . - enhances advice to local, regional, national and European policy makers. <p>The relevance of the proposal to priority target groups of the Action:</p> <ul style="list-style-type: none"> - associations established in countries not covered by the Jean Monnet Action; - associations not yet in receipt of Jean Monnet funding.
<p>Quality of the project design and implementation (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination; ▪ The consistency between project objectives, activities and budget proposed; ▪ The quality and feasibility of the methodology proposed.
<p>Quality of the project team (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The pertinence of the profile and expertise of key staff involved - both in the academic and non-academic domains - with the research activities proposed in the project.
<p>Impact and dissemination (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the activities; ▪ The potential impact of the project: <ul style="list-style-type: none"> - on the association(s) participating in the Jean Monnet Action; - on other organisations and policy makers at local, regional, national and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the association hosting the Jean Monnet Action.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET SUPPORT TO ASSOCIATIONS?

DISSEMINATION AND IMPACT

Associations selected under this Action are required to disseminate and exploit the results of their promotional activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation and offer of open educational resources (OER) and involve open education activities to respond to technological progress. This will foster more flexible and creative ways of learning and reach out to a considerably increasing number of students, professionals, policy makers and other interested groups.

All Associations, awarded a Jean Monnet grant, will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the associations and their Jean Monnet activities. Grant holders will be asked to regularly update the tool with the results of their work.

If the project is selected, the following funding rules will apply to the grant:

JEAN MONNET SUPPORT TO ASSOCIATIONS

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	<p>Eligible direct costs</p> <ul style="list-style-type: none"> ▪ Staff costs ▪ Travel and subsistence costs ▪ Subcontracting costs (maximum 30% of eligible direct costs) ▪ Equipment costs (maximum 10% of eligible direct costs) ▪ Other costs <p>Eligible indirect costs</p> <p>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	<p>Maximum € 50 000</p> <p>80% of the total eligible costs (unless a lower % of grant is requested by the applicant).</p>	Conditional: objectives and work programme must be clearly outlined in the application form

JEAN MONNET NETWORKS (POLICY DEBATE WITH THE ACADEMIC WORLD)

WHAT IS A JEAN MONNET NETWORK?

Jean Monnet Networks foster the creation and development of consortia of international players (HEIs, Centres of Excellence, departments, teams, individual experts, etc.) in the area of European Union studies.

They contribute to gathering information, exchanging practices, building knowledge and promoting the European integration process across the world. This Action can also support the enhancement of existing networks supporting specific activities, notably fostering the participation of young researchers in EU-related themes.

These projects will be based on unilateral proposals, focused on activities that cannot be achieved successfully at a national level and require the involvement of a minimum of three partner institutions (including the applicant institution) from three different countries. Their aim is to undertake projects that have a multinational rather than a national dimension.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Over the lifetime of a project, networks may typically realise a broad range of activities, such as for example:

- gathering and promoting information and results on methodologies applied to high-level research and teaching on EU studies;
- enhancing cooperation between different higher education institutions and other relevant bodies throughout Europe and around the world;
- exchanging knowledge and expertise with a view to mutually enhancing good practices;
- fostering cooperation and creating a high knowledge exchange platform with public actors and the European Commission services on highly relevant EU subjects.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET NETWORKS?

Jean Monnet Networks should become reference points in the European Union subject areas they cover. They will take the role of multipliers and disseminate knowledge; they will also contribute to collect and capitalize information as well as provide analysis and visions on specific subjects.

Higher education institutions coordinating Jean Monnet Networks have the final responsibility for their proposals. They are obliged to implement the activities described in their work programme during the entire duration of the grant.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET SUPPORT TO NETWORKS?

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

ELIGIBILITY CRITERIA

Who can apply?	A higher education institution (HEI) or other organisation active in the European integration area, established in any country of the world. HEIs located in Erasmus+ Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. The applicant must be the coordinator of the network that comprises a minimum of three participating institutions from three different countries. The designated European institutions (identified in the Regulation establishing the Erasmus+ Programme) pursuing an aim of European interest are not eligible to apply under this Action.
Duration of project	Three years.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by 25 February at 12:00 (midday Brussels time) For projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

<p>Relevance of the project (Maximum 25 points)</p>	<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 (see sections "What are the aims of Jean Monnet" and "What is a Jean Monnet Network"). ▪ The extent to which the proposal: <ul style="list-style-type: none"> - is suitable for fostering the development of new teaching, research or debating activities; - demonstrates evidence of academic added value; - promotes and gives greater visibility to this European studies/issues both within the institution participating in the Jean Monnet Action and outside. ▪ The relevance of the proposal to priority target groups of the Action: <ul style="list-style-type: none"> - institutions established in countries not covered by the Jean Monnet Action; - institutions or academics not yet in receipt of Jean Monnet funding.
<p>Quality of the project design and implementation (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination; ▪ The consistency between project objectives, activities and budget proposed; ▪ The quality and feasibility of the methodology proposed; ▪ The design and management of Network activities including communication channels between the members.
<p>Quality of the project team (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The pertinence of the profile and expertise of key staff involved - both in the academic and the non-academic domains - with the activities carried out in the project; ▪ The composition of the Network in terms of geographical coverage and complementarity of competencies.
<p>Impact and dissemination (Maximum 25 points)</p>	<ul style="list-style-type: none"> ▪ The quality of measures for evaluating the outcomes of the teaching activities; ▪ The potential impact and multiplier effect of the project: <ul style="list-style-type: none"> - on the institution hosting the Jean Monnet Action and on the member institutions of the Network; - on the students and learners benefiting from the Jean Monnet Action; - on other organisations and individuals involved at local, regional, national, transnational and/or European levels. ▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action; ▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET SUPPORT TO NETWORKS?

DISSEMINATION AND IMPACT

Networks selected under this Action are required to disseminate and exploit the results of their activities beyond the participants directly involved. This will considerably increase the impact and contribute to a systemic change.

To increase their impact they should include in their dissemination activities the creation of tools and events adapted to their objectives.

All Jean Monnet Networks will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+ ensures that the wider public is informed about the Jean Monnet Network activities. Grant holders will be asked to regularly update the tool with the results of their work.



WHAT ARE THE FUNDING RULES?

If the project is selected, the following funding rules will apply to the grant:

	Eligible costs	Financing mechanism	Amount	Rule of allocation
Activity costs	<p>Eligible direct costs</p> <ul style="list-style-type: none"> ▪ Staff costs ▪ Travel and subsistence costs ▪ Subcontracting costs (maximum 30% of eligible direct costs) ▪ Equipment costs (maximum 10% of eligible direct costs) ▪ Teaching costs ▪ Other costs <p>Eligible indirect costs A flat-rate amount, not exceeding 7% of the eligible direct costs of the project, is eligible under indirect costs, representing the beneficiary's general administrative costs which can be regarded as chargeable to the project (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)</p>	Real costs	<p>Maximum € 300 000</p> <p>80% of the total eligible costs (unless a lower % of grant is requested by the applicant).</p>	Conditional: objectives and work programme must be clearly outlined in the application form

JEAN MONNET PROJECTS (POLICY DEBATE WITH THE ACADEMIC WORLD)

WHAT IS A JEAN MONNET PROJECT?

Jean Monnet Projects support innovation, cross-fertilisation and the spread of European Union content. These projects will be based on unilateral proposals - although the proposed activities may involve other partners - and may last between 12 and 24 months.

- **"Innovation"** projects will explore new angles and different methodologies in view of making European Union subjects more attractive and adapted to various kinds of target populations (e.g. projects on Learning EU @ School);
- **"Cross-fertilisation"** projects will promote discussion and reflection on European Union issues and enhance knowledge about the Union and its processes. These projects will aim at boosting EU knowledge in specific contexts;
- **"Spread content"** projects will mainly concern information and dissemination activities.

WHICH ACTIVITIES ARE SUPPORTED UNDER JEAN MONNET PROJECTS?

Over their lifetime, Jean Monnet Projects may typically realise a broad range of activities, such as for example:

<p>"Innovation"</p> <ul style="list-style-type: none"> ▪ develop and test newly designed methodologies, content and tools on specific European Union topics; ▪ create virtual classrooms on specific subject areas and testing them in different contexts; ▪ design, produce and implement self-training tools promoting active citizenship in the EU; ▪ develop and deliver appropriate pedagogical content and new/adapted didactic material for the teaching of European Union issues at the level of primary and secondary education (Learning EU @ School); ▪ design and implement of teacher training activities and continuing education for teachers, provide them with the appropriate knowledge and skills to teach European Union subjects; ▪ provide specifically designed activities on the European Union to pupils at the level of primary and secondary schools and in vocational education and training institutions; <p>"Cross-fertilisation"</p> <ul style="list-style-type: none"> ▪ support the creation of EU studies and/or boost the existing knowledge and/or enhance the dynamic of a "department/chair/research team" in a given country at a Higher Education Institution which has expressed a specific interest/need; ▪ joint develop content and co-teaching for students involving several institutions. Participating institutions may organise common activities and the preparation of tools supporting their courses; <p>"Spread content"</p> <ul style="list-style-type: none"> ▪ support information and dissemination activities for staff of the public administration, for experts in specific subjects and for civil society as a whole; ▪ organise conferences, seminars and/or roundtables in relevant European Union issues.

WHAT IS THE ROLE OF ORGANISATIONS PARTICIPATING IN A JEAN MONNET PROJECT?

The institution proposing the project is required to prepare a clear and sustainable strategy with a detailed work programme including information about the expected results. It should justify the need of the activities proposed, the direct and indirect beneficiaries, it should guarantee the active role of all the participating organisations.

Proposals are signed by the legal representative of the higher education institutions (or other eligible organisations) and provide information about the legal status, objectives and activities of the applicant institution.

Higher education institutions (or other eligible organisations) have the final responsibility for their proposals. They are obliged to implement the activities described in their projects during the entire duration of the project.

WHAT ARE THE CRITERIA USED TO ASSESS A JEAN MONNET PROJECT?

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



ELIGIBILITY CRITERIA

Who can apply?	Higher education institutions or other organisations active in the European Union subject area, established in any country of the world. HEIs located in Erasmus+ Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries. The designated institutions (identified in the Regulation establishing the Erasmus+ Programme) pursuing an aim of European interest are not eligible to apply under this Action. Primary and secondary education establishments are not eligible to apply, although they may actively contribute to the realisation of the activities.
Number of participating organisations	The number of organisations in the application form is one (the applicant) The project may involve other organisations at a later stage.
Duration of project	From 12 to 24 months.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	Applicants have to submit their grant application by 25 February at 12:00 (midday Brussels time) for projects starting on 1 September of the same year.
How to apply?	Please see Part C of this Guide for details on how to apply.

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

AWARD CRITERIA

Projects will be assessed against the following criteria:

Relevance of the project (Maximum 25 points)	<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 (see sections "What are the aims of the Jean Monnet" and "What is a Jean Monnet Project"); - the specific objectives of the "Jean Monnet Projects" for "Innovation", "Cross-fertilisation", "Spread content". ▪ The extent to which the proposal: <ul style="list-style-type: none"> - is suitable for fostering the development of new teaching, research or debating activities; - demonstrates evidence of academic added value ; - promotes and gives greater visibility to this European studies/issues both within the institution participating in the Jean Monnet Action and outside. ▪ The relevance of the proposal to priority target groups of the Action: <ul style="list-style-type: none"> - institutions established in countries not covered by the Jean Monnet Action; - institutions or academics not yet in receipt of Jean Monnet funding.
Quality of the project design and implementation (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination; ▪ The consistency between project objectives, activities and budget proposed; ▪ The quality and feasibility of the methodology proposed.
Quality of the project team (Maximum 25 points)	<ul style="list-style-type: none"> ▪ The pertinence of the profile and expertise of key staff - both in the academic and the non-academic domains - involved with the activities carried out in the project; ▪ For projects targeting primary and secondary school students: the involvement of project staff with relevant pedagogical skills.

Impact and dissemination (Maximum 25 points)	<ul style="list-style-type: none">▪ The quality of measures for evaluating the outcomes of the teaching activities;▪ The potential impact of the project:<ul style="list-style-type: none">- on the institution hosting the Jean Monnet Action;- on the students and learners benefiting from the Jean Monnet Action;- on other organisations and individuals involved at local, regional, national and/or European levels.▪ The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the institution hosting the Jean Monnet Action;▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.
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To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least 13 points in each of the categories of award criteria mentioned above.

WHAT ELSE SHOULD YOU KNOW ABOUT A JEAN MONNET PROJECT?

DISSEMINATION AND IMPACT

Jean Monnet Projects are required to disseminate and exploit the results of the activities beyond the stakeholders directly involved. This will considerably increase the impact and contribute to a systemic change.

Jean Monnet Projects will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet Activities will be hosted. They will be strongly encouraged to use the relevant existing platforms and tools (i.e. the Jean Monnet directory, the Jean Monnet virtual community). These functions, as part of the general IT tool for Erasmus+, will ensure that the wider public is informed about the results. Grant holders will be asked to regularly update the tool with the results of their work.

Jean Monnet Projects are encouraged to:

- participate in dissemination and information events at national and European level;
- organise events (lectures, seminars, workshops, etc.) with policy makers at local, regional and national level as well as with organised civil society and schools;
- disseminate the results of their activities via the organisation of seminars or lectures geared and adapted to general public and civil society representatives;
- network with Centres of Excellence, Jean Monnet Chairs, coordinators of Modules and supported Institutions and Associations;
- apply open educational resources (OER), publish the summaries, content and schedule of their activities as well as the expected outcomes.



WHAT ARE THE FUNDING RULES?

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

Maximum grant awarded for a Jean Monnet Project:	60 000 EUR (representing maximum of 75% of the total costs)
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Eligible costs		Financing mechanism	Amount
Participation in conferences	Contribution to costs linked to the organisation of conferences, seminars, workshops, etc., excluding costs linked to the participation of non-local speakers	Contribution to unit costs	D.2 per day per participant
Travel (non-local speakers)	Contribution to the travel costs of non-local speakers attending the conferences, based on the travel distance. Travel distances must be calculated using the distance calculator supported by the European Commission ¹³⁹ , indicating the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip ¹⁴⁰	Unit costs	For travel distances between 100 and 499 KM: 180 EUR per participant
			For travel distances between 500 and 1999 KM: 275 EUR per participant
			For travel distances between 2000 and 2999 KM: 360 EUR per participant
			For travel distances between 3000 and 3999 KM: 530 EUR per participant
			For travel distances between 4000 and 7999 KM: 820 EUR per participant
			For travel distances of 8000 KM or more: 1100 EUR per participant
Subsistence (non-local speakers)	Contribution to the subsistence costs of non-local speakers attending the conferences	Contribution to unit costs	D.3 per day per participant

¹³⁹ http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

¹⁴⁰ For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band (i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the non-local speaker from Madrid to Rome and return (275 EUR).

Complementary activities	Contribution to any additional peripheral cost related to complementary activities developed in this Action: e.g. academic follow-up of the event, creation and maintenance of a website, design, printing and dissemination of publications; interpretation costs; production costs	Lump sum	25.000 EUR
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The specific amounts applying to Jean Monnet Projects can be found in the section "Jean Monnet unit costs" at the end of the Jean Monnet chapter in this Part of the Guide.

JEAN MONNET UNIT COSTS

D.1 – NATIONAL TEACHING COSTS (IN EURO PER TEACHING HOUR)

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

Programme Countries	
Belgium	200
Bulgaria	80
Czech Republic	107
Denmark	200
Germany	200
Estonia	107
Ireland	172
Greece	129
Spain	161
France	184
Croatia	96
Italy	166
Cyprus	151
Latvia	98
Lithuania	106
Luxembourg	200
Hungary	104
Malta	138
Netherlands	200
Austria	200
Poland	104

Portugal	126
Romania	81
Slovenia	136
Slovakia	114
Finland	193
Sweden	200
United Kingdom	184
former Yugoslav Republic of Macedonia	80
Iceland	159
Liechtenstein	80
Norway	200
Turkey	87
Partner Countries	
Antigua and Barbuda	92
Australia	200
Bahrain	110
Barbados	94
Brunei	200
Canada	200
Chile	83
Equatorial Guinea	131
Hong Kong	200

Israel	144
Japan	178
Korea, Republic of	153
Kuwait	200
Libya	90
Mexico	86
New-Zealand	153
Oman	131
Qatar	200
Saint Kitts and Nevis	84
Saudi Arabia	126
Seychelles	126
Singapore	200
Switzerland	200
Territory of Russia as recognised by international law	109
Trinidad and Tobago	115
United Arab Emirates	200
United States of America	200
Other	80



D.2 – NATIONAL CONFERENCE COSTS (IN EURO PER DAY)

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

Programme Countries	
Belgium	88
Bulgaria	40
Czech Republic	55
Denmark	94
Germany	90
Estonia	47
Ireland	75
Greece	56
Spain	70
France	80
Croatia	42
Italy	73
Cyprus	66
Latvia	43
Lithuania	47
Luxembourg	144
Hungary	46
Malta	60
Netherlands	97
Austria	94
Poland	45
Portugal	55
Romania	40
Slovenia	59
Slovakia	50
Finland	84
Sweden	95
United Kingdom	81
former Yugoslav Republic of Macedonia	40
Iceland	69
Liechtenstein	40
Norway	138
Turkey	40

Partner Countries	
Argentina	44
Australia	90
Bahrain	43
Barbados	41
Brunei	115
Canada	89
Equatorial Guinea	57
Hong Kong	117
Israel	63
Japan	78
Korea, Republic of	67
Kuwait	110
Macao	154
New-Zealand	67
Oman	57
Qatar	194
Saudi Arabia	55
Seychelles	55
Singapore	133
Switzerland	118
Territory of Russia as recognised by international law	48
Trinidad and Tobago	50
United Arab Emirates	107
United States of America	109
Other	40

D.3 - SUBSISTENCE: NON-LOCAL SPEAKERS (IN EURO PER DAY)

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

Programme Countries	
Belgium	232
Bulgaria	227
Czech Republic	230
Denmark	270
Germany	208
Estonia	181
Ireland	254
Greece	222
Spain	212
France	245
Croatia	180
Italy	230
Cyprus	238
Latvia	211
Lithuania	183
Luxembourg	237
Hungary	222
Malta	205
Netherlands	263
Austria	225
Poland	217
Portugal	204
Romania	222
Slovenia	180
Slovakia	205
Finland	244
Sweden	257
United Kingdom	276
former Yugoslav Republic of Macedonia	210
Iceland	245
Liechtenstein	175
Norway	220

Turkey	220
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Partner Countries	
Afghanistan	125
Albania	210
Algeria	170
Andorra	195
Angola	280
Antigua and Barbuda	225
Argentina	285
Armenia	280
Australia	210
Azerbaijan	270
Bahamas	190
Bahrain	275
Bangladesh	190
Barbados	215
Belarus	225
Belize	185
Benin	150
Bhutan	180
Bolivia	150
Bosnia and Herzegovina	200
Botswana	185
Brazil	245
Brunei	225
Burkina Faso	145
Burundi	165
Cambodia	165
Cameroon	160
Canada	230
Cape Verde	125
Central African Republic	140

Chad	210
Chile	245
China	210
Colombia	170
Comoros	135
Congo	185
Congo (Democratic Republic of the)	245
Cook Islands	185
Costa Rica	190
Cuba	225
Djibouti	235
Dominica	215
Dominican Republic	230
Ecuador	190
Egypt	205
El Salvador	180
Equatorial Guinea	145
Eritrea	130
Ethiopia	195
Fiji	170
Gabon	190
Gambia	170
Georgia	295
Ghana	210
Grenada	215
Guatemala	175
Guinea	185
Guinea-Bissau	140
Guyana	210
Haiti	190
Honduras	175
Hong Kong	265
India	245
Indonesia	195



Iran	200
Iraq	145
Israel	315
Ivory Coast	190
Jamaica	230
Japan	405
Jordan	195
Kazakhstan	245
Kenya	225
Kiribati	205
Korea, DPR	230
Korea, Republic of	300
Kosovo, under UNSC 1244/1999	220
Kuwait	280
Kyrgyzstan	255
Laos	195
Lebanon	260
Lesotho	150
Liberia	235
Libya	225
Macao	150
Madagascar	155
Malawi	215
Malaysia	250
Maldives	185
Mali	155
Marshall Islands	185
Mauritania	125
Mauritius	200
Mexico	255
Micronesia	190
Moldova	250
Monaco	170
Mongolia	160
Montenegro	220
Morocco	205
Mozambique	200
Myanmar	125
Namibia	135
Nauru	185

Nepal	185
New-Zealand	185
Nicaragua	185
Niger	125
Nigeria	235
Niue	185
Oman	205
Pakistan	180
Palau	185
Palestine	170
Panama	210
Papua New Guinea	190
Paraguay	190
Peru	210
Philippines	210
Qatar	200
Rwanda	225
Saint Kitts and Nevis	270
Saint-Lucia	215
Saint-Vincent and the Grenadines	265
Samoa	185
San Marino	175
Sao Tome and Principe	155
Saudi Arabia	280
Senegal	200
Serbia	220
Seychelles	225
Sierra Leone	190
Singapore	225
Solomon Islands	170
Somalia	175
South Africa	195
Sri Lanka	155
Sudan	270
Suriname	180
Swaziland	140
Switzerland	220
Syria	225
Tajikistan	185
Taiwan	255

Tanzania	250
Territory of Russia as recognised by international law	365
Territory of Ukraine as recognised by international law	270
Thailand	205
Timor Leste – Democratic Republic of	160
Togo	155
Tonga	155
Trinidad and Tobago	175
Tunisia	145
Turkmenistan	230
Tuvalu	185
Uganda	235
United Arab Emirates	265
United States of America	280
Uruguay	215
Uzbekistan	230
Vanuatu	170
Vatican City State	175
Venezuela	210
Vietnam	255
Yemen	225
Zambia	185
Zimbabwe	165
Other	205

SPORT

WHICH ACTIONS ARE SUPPORTED?

The following Actions in the field of sport are implemented through this Programme Guide:

- Collaborative Partnerships;
- Small Collaborative Partnerships;
- Not-for-profit European sport events.

In 2016, the Commission will test the opportunity and relevance of selecting smaller projects in order to better promote grassroots sport ("Small Collaborative Partnerships").

In addition, Erasmus+ also supports Actions to strengthen the evidence base for policy making (studies, data gathering, surveys, etc.), to promote the dialogue with relevant European stakeholders (the EU Sport Forum, EU Presidency events, conferences, meetings, seminars, etc.). These Actions will be implemented by the European Commission either directly or through the Executive Agency.

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

- tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination;
- promote and support good governance in sport and dual careers of athletes;
- promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity, through increased participation in, and equal access to sport for all.

As provided by the Regulation establishing the Erasmus+ Programme, focus is to be given to grassroots sport.

The Actions in the field of sport are expected to result in the development of the European dimension in sport by generating, sharing and spreading experiences and knowledge about different issues affecting sport at the European level.

Ultimately, sport projects supported through Erasmus+ should lead to increased levels of participation in sport, physical activity and voluntary activity.

More specifically,

- Increased knowledge and awareness regarding sport and physical activity in Programme Countries;
- Increased awareness of as regards the role of sport in promoting social inclusion, equal opportunities and health-enhancing physical activity;
- Strengthened cooperation between institutions and organisations active in the field of sport and physical activity;
- Better participation of sport organisations and other relevant organisations from various Programme Countries in enhanced networks;
- Improved sharing of good practices.

The Actions in the field of sport are expected to contribute to the implementation of the European Week of Sport, which is an initiative launched by the Commission to promote sport and physical activity in the European Union, in the light of declining participation levels.

The European Week of Sport is intended to be organised with the following concept: an official opening, a flagship event, and 4 Focus Days, each day with a different focus theme: education, workplaces, outdoors, sport clubs and fitness centers. Among other activities, the European Week of Sport will encourage the organisation of cross-border awareness raising activities.

The second edition of the European Week of Sport will start on 10 September 2016. Apart from the activities organised by the European Commission, Member States will also organise National Weeks.

Further information as regards the 2016 European Week of Sport can be found on <http://ec.europa.eu/sport/>

COLLABORATIVE PARTNERSHIPS

WHAT ARE THE AIMS OF A COLLABORATIVE PARTNERSHIP?

Collaborative Partnerships offer the opportunity to develop, transfer and/or implement innovative practices in different areas relating to sport and physical activity between various organisations and actors in and outside sport, including in particular public authorities at local, regional, national and European levels, sport organisations, sport-related organisations and educational bodies. Collaborative Partnerships are, in particular, innovative projects aimed to:

- Encourage participation in sport and physical activity, especially by supporting the implementation of the European Week of Sport;
- Encourage participation in sport and physical activity, especially by supporting the implementation of the EU Physical Activity Guidelines;
- Promote the dual careers of athletes, especially by supporting the implementation of the EU Guidelines on Dual Careers of Athletes ;
- Combat doping, notably in recreational environments;
- Combat match-fixing, especially through the support to prevention, awareness-raising and cooperation among stakeholders;
- Promote voluntary activity in sport ;
- Support innovative and educational approaches to contain violence and tackle racism, discrimination and intolerance in sport;
- Improve good governance in sport;
- Encourage social inclusion and equal opportunities in sport, especially by supporting the implementation of EU strategies, notably the EU Gender Equality Strategy and the EU Disability Strategy.

Collaborative Partnerships should promote the creation and development of European networks in the field of sport. The EU can thereby provide opportunities for strengthened cooperation among stakeholders, which would not have existed without EU action. Collaborative Partnerships should also foster synergy with, and between, local, regional, national and international policies to promote sport and physical activity and to address sport-related challenges.

Within the framework of Collaborative Partnerships, Erasmus+ intends to support the testing and development of new project formats and new forms of transnational cooperation in the field of sport that are likely to inspire the development, on a larger scale of initiatives supported with national funding schemes or other European funds, such as the European Structural and Investment Funds.

The Commission, through its Executive Agency, will carry out two selection rounds over the year, as follows:

- first round of the year: Collaborative Partnerships that carry out initiatives and activities supporting the implementation of the 2016 European Week of Sport and which have a specific thematic link with it, focusing exclusively on one (or more) of the following theme: education, workplaces, outdoors, fitness centers and sport clubs;
- second round of the year: any type of Collaborative Partnership, not related to the 2016 European Week of Sport.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Erasmus+ offers a large flexibility in terms of activities that Collaborative Partnerships can implement, as long as a proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project. Collaborative Partnerships may typically cover a broad range of activities, such as for example:

- networking among stakeholders;
- development, identification, promotion and sharing of good practices;
- preparation, development and implementation of educational and training modules and tools;
- activities to increase the competences of multipliers in the field of sport and to develop monitoring and benchmarking of indicators, notably as regards the promotion of ethical behaviours and codes of conduct among sportspeople;
- awareness-raising activities on the added value of sport and physical activity in relation to the personal, social and professional development of individuals;
- activities to promote innovative synergies between the field of sport and the fields of health, education, training and youth;

- activities to improve the evidence-base of sport to tackle societal and economic challenges (collection of data underpinning the aforementioned activities, surveys, consultations, etc.);
- conferences, seminars, meetings, events and awareness-raising actions underpinning the aforementioned activities.

WHO CAN TAKE PART IN A COLLABORATIVE PARTNERSHIP?

Collaborative Partnerships are open to any type of public institutions or non-profit organisations active in the field of sport and physical activity. Depending on the objective of the project, Collaborative Partnerships should involve an appropriate and diverse range of partners in order to benefit from different experiences, profiles and expertise and to produce relevant and high quality project results.

Collaborative Partnerships target the cooperation between organisations established in Programme Countries.

A Collaborative Partnership should be composed of:

- applicant/coordinator: organisation that submits the project proposal on behalf of all the partners. When the project is granted, the applicant/coordinator will become the main EU grant beneficiary and will sign a multi-beneficiary grant agreement on behalf of all the participating organisations. Its coordinating role stands for the following duties:
 - represents and acts on behalf of the participating organisations vis-à-vis the European Commission,
 - bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project,
 - coordinates the Collaborative Partnership in cooperation with all other project partners.
- partners: organisations that contribute actively to the preparation, implementation and evaluation of the Collaborative Partnership. Each partner must sign a mandate by which the signatory grants power of attorney to the coordinator to act in his name and for his account during the implementation of the project.

WHAT ARE THE CRITERIA USED TO ASSESS A COLLABORATIVE PARTNERSHIP?

The list hereafter includes the formal criteria that a Collaborative Project must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Eligible participating organisations	<p>Any non-profit organisation or public body, active in the field of sport, 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 (non-exhaustive list):</p> <ul style="list-style-type: none"> ▪ a public body in charge of sport at local, regional or national level; ▪ a National Olympic Committee or National Sport confederation; ▪ a sport organisation at local, regional, national, European or international level; ▪ a national sports league; ▪ a sport club; ▪ an organisation or union representing athletes; ▪ an organisation or unions representing professionals and volunteers in sport (such as coaches, managers, etc); ▪ an organisation representing the 'sport for all' movement; ▪ an organisation active in the field of physical activity promotion; ▪ an organisation representing the active leisure sector; ▪ an organisation active in the field of education, training or youth.
Who can apply?	<p>Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.</p>



Number and profile of participating organisations	A Collaborative Partnership is transnational and involves at least five organisations from five different Programme Countries. All participating organisations must be identified at the time of applying for a grant.
Duration of project	Collaborative Partnerships submitted under the first round of the year (related to the 2016 European Week of Sport): maximum 18 months. Collaborative Partnerships submitted under the second round of the year (not related to the 2016 European Week of Sport): from 12 to 36 months. The duration must be chosen at application stage (12, 18, 24, 30 or 36 months), based on the objective of the project and on the type of activities foreseen over time.
Venue(s) of the activity	Activities must take place in the countries (one or more) of the organisations involved in the Collaborative Partnership.
Where to apply?	To the Education, Audiovisual and Culture Executive Agency, located in Brussels.
When to apply?	For projects related to the 2016 European Week of Sport, applicants have to submit their grant application by 21 January at 12:00 (midday Brussels time) for projects starting between 1 April and 1 September of the same year. For projects not related to the 2016 European Week of Sport, applicants have to submit their grant application by 12 May at 12:00 (midday Brussels time) for projects starting on 1 January of the following year.
How to apply?	Please see Part C of this Guide for more details on how to apply.

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

AWARD CRITERIA

Within the collaborative partnerships, a specific amount of approximately 1.200.000 EUR will be dedicated to projects relating to priority 1 (implementation of the European Week of Sport). For these, the projects supported will have to be linked exclusively to one (or more) of the focus themes, as defined by the Commission (see <http://ec.europa.eu/sport/week>), namely: Education, Outdoors, Workplace and Sport Clubs / Fitness centres.

Apart from the specific budget dedicated to the European Week of Sport, the indicative allocation for different categories of collaborative partnerships will be as follows:

- approximately 25% to priorities 2 and 3 (projects supporting the implementation of the EU guidelines in the field of physical activity and dual careers¹⁴¹);
- approximately 25% to priorities 4 and 5 (projects supporting the integrity of sport such as anti-doping and fight against match-fixing);
- approximately 25% to priority 6, 7 and 8 (voluntary activity in sport, combat against violence, racism, discrimination and intolerance in sport, good governance in sport);
- approximately 25% to the priority 9 (Encourage social inclusion and equal opportunities in sport).

Within these categories, 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 European policies in the field of sport; - the objectives and the priorities of this Action (see section "What are the aims of a Collaborative Partnership"). ▪ The extent to which: <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;
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¹⁴¹ EU Guidelines on Dual Careers of Athletes (adopted on 28.09.2012 by EU Expert group on Education and Training in Sport (ISBN 978-92-79-31161-1).

	<ul style="list-style-type: none"> - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country .
<p>Quality of the project design and implementation (max 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, methodology, activities and budget proposed; ▪ The quality and feasibility of the methodology proposed; ▪ The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic); ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity.
<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"> - where appropriate, the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project; - the projects includes people with expertise in appropriate fields such as sports policy and practice (training, competitions, coaching, etc.), academic expertise as well as the ability to reach out wider audiences; - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations; - If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection).
<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.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 10 points for the categories "quality of the project design and implementation" and "quality of the project team and the cooperation arrangements").



WHAT ARE THE FUNDING RULES?

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

Eligible costs		Financing mechanism	Amount	Rule of allocation
Activity costs	<p>Costs directly linked to the implementation of the complementary activities of the project, including:</p> <p>Eligible direct costs:</p> <ul style="list-style-type: none"> ▪ Personnel ▪ Travel and subsistence ▪ Equipment ▪ Consumables and supplies ▪ Subcontracting ▪ Duties, taxes and charges ▪ Other costs <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	<p>Maximum grant awarded: 400 000 EUR Maximum 80% of the total eligible costs.</p> <p>For European Week of Sport related projects, maximum grant awarded: 150.000 EUR Maximum 80% of the total eligible costs.</p>	Conditional: the budget requested is justified in relation to the planned activities.

SMALL COLLABORATIVE PARTNERSHIPS

WHAT ARE THE AIMS OF A SMALL COLLABORATIVE PARTNERSHIP?

Small Collaborative Partnerships will offer the opportunity to conceive, implement and transfer innovative practices in different areas relating to sport and physical activity between various organisations and, including in particular public authorities at local, regional and national levels, sport organisations, sport-related organisations and educational bodies. Small Collaborative Partnerships will in particular aim at ensuring the continuity of Preparatory actions 2013 and are, in particular, innovative projects aimed to:

- Encourage social inclusion and equal opportunities in sport, especially by supporting the implementation of EU strategies, notably the EU Gender Equality Strategy and the EU Disability Strategy;
- Promote European traditional sports and games;
- Support the mobility of volunteers, coaches, managers and staff of non-profit sport organisations;
- Protect athletes, especially the youngest, from health and safety hazards by improving training and competition conditions.

Small Collaborative Partnerships should promote the creation and development of transnational networks in the field of sport. The EU can thereby provide opportunities for strengthened cooperation among stakeholders, which would not have existed without EU action. Small Collaborative Partnerships should also foster synergy with, and between, local, regional, national and international policies to promote sport and physical activity and to address sport-related challenges.

The Commission, through its Executive Agency, will carry one selection round over the year.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Erasmus+ offers a large flexibility in terms of activities that Small Collaborative Partnerships can implement, as long as a proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project. Small Collaborative Partnerships may typically cover a broad range of activities, such as for example:

- networking among stakeholders;
- promotion, identification and sharing of good practices;
- preparation, development and implementation of educational and training modules and tools;
- awareness-raising activities on the added value of sport and physical activity in relation to the personal, social and professional development of individuals;
- activities to promote innovative synergies between the field of sport and the fields of health, education, training and youth;
- activities to improve the evidence-base of sport to tackle societal and economic challenges (collection of data underpinning the aforementioned activities, surveys, consultations, etc.);
- conferences, seminars, meetings, events and awareness-raising actions underpinning the aforementioned activities.

WHO CAN TAKE PART IN A SMALL COLLABORATIVE PARTNERSHIP?

Small Collaborative Partnerships are open to any type of public institutions or non-profit organisations active in the field of sport and physical activity. Depending on the objective of the project, Small Collaborative Partnerships should involve an appropriate and diverse range of partners in order to benefit from different experiences, profiles and expertise and to produce relevant and quality project results.

Small Collaborative Partnerships target the cooperation between organisations established in Programme Countries.

A Small Collaborative Partnership should be composed of:

- applicant/coordinator: organisation that submits the project proposal on behalf of all the partners. When the project is granted, the applicant/coordinator will become the main EU grant beneficiary and will sign a beneficiary grant agreement. Please consult Part C of this Guide for more information on financial and contractual arrangements. Its coordinating role stands for the following duties:
 - represents and acts on behalf of the participating organisations vis-à-vis the European Commission;
 - bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project;
 - coordinates the Collaborative Partnership in cooperation with all other project partners;

- 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 to the preparation, implementation and evaluation of the Small Collaborative Partnership.

WHAT ARE THE CRITERIA USED TO ASSESS A SMALL COLLABORATIVE PARTNERSHIP?

The list hereafter includes the formal criteria that a Small Collaborative Project must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Eligible participating organisations	<p>Any non-profit organisation or public body, active in the field of sport, 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 (non-exhaustive list):</p> <ul style="list-style-type: none"> ▪ a public body in charge of sport at local, regional or national level; ▪ a National Olympic Committee or National Sport confederation; ▪ a sport organisation at local, regional or national, level; ▪ a national sports league; ▪ a sport club; ▪ an organisation or union representing athletes; ▪ an organisation or unions representing professionals and volunteers in sport (such as coaches, managers, etc); ▪ an organisation representing the 'sport for all' movement; ▪ an organisation active in the field of physical activity promotion; ▪ an organisation representing the active leisure sector;
Who can apply?	Any participating organisation established in a Programme Country can be the applicant.
Number and profile of participating organisations	A Small Collaborative Partnership is transnational and involves at least three organisations from three different Programme Countries. All participating organisations must be identified at the time of applying for a grant.
Duration of project	12, 18 or 24 months
Venue(s) of the activity	Activities must take place in the countries (one or more) of the organisations involved in the Small Collaborative Partnership.
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 12 May at 12:00 (midday Brussels time) for projects starting on 1 January of the following year.
How to apply?	Please see Part C of this Guide for more details on how to apply.

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

AWARD CRITERIA

Within these categories, projects will be assessed against the following criteria:

<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 of European policies in the field of sport; - the objectives and the priorities of this Action (see section "What are the aims of a Collaborative Partnership"). ▪ The extent to which: <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 innovative and/or complementary to other initiatives already carried out by the participating organisations; - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country .
<p>Quality of the project design and implementation (max 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, methodology, activities and budget proposed; ▪ The quality and feasibility of the methodology proposed; ▪ The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic); ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity.
<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"> - where appropriate, the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project; - the projects includes people with expertise in appropriate fields such as sports policy and practice (training, competitions, coaching, etc.), academic expertise as well as the ability to reach out wider audiences; - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations; - If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection).
<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").



WHAT ARE THE FUNDING RULES?

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

	Eligible costs	Financing mechanism	Amount	Rule of allocation
Activity costs	<p>Costs directly linked to the implementation of the complementary activities of the project, including:</p> <p>Eligible direct costs:</p> <ul style="list-style-type: none"> ▪ Personnel ▪ Travel and subsistence ▪ Equipment ▪ Consumables and supplies ▪ Subcontracting ▪ Duties, taxes and charges ▪ Other costs <p>Indirect costs:</p> <p>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	<p>Maximum grant awarded: 60 000 EUR Maximum 80% of the total eligible costs.</p>	<p>Conditional: the budget requested is justified in relation to the planned activities.</p>

NOT-FOR-PROFIT EUROPEAN SPORT EVENTS

WHAT ARE THE AIMS OF A NOT-FOR-PROFIT EUROPEAN SPORT EVENT?

This Action is aimed to support:

- Volunteering in sport;
- Social inclusion through sport;
- Gender equality in sport;
- Health-Enhancing Physical Activity;
- Implementation of the European Week of Sport.

The Commission, through its Executive Agency, will carry out two selection rounds over the year, as follows:

- first round of the year: events organised during the 2016 European Week of Sport;
- second round of the year: other events, not related to the 2016 European Week of Sport.

As regards the European Week of Sport, the total budget allocated to not-for-profit European Sport events supporting the implementation of the 2016 European Week of Sport (approximately 1,800,000 EUR) will be divided into 2 lots:

- up to 50% of the budget will be dedicated to the organisation of maximum 3 EU-wide physical activity/sport events, taking place on the opening day of the Week in at least 5 capitals (or major cities) of participating countries simultaneously and accessible to the general public;
- the remaining share of the budget will be allocated to smaller size events, taking place throughout the Programme Countries during the European Week of Sport.

WHAT IS A NOT-FOR-PROFIT EUROPEAN SPORT EVENT?

This Action provides financial support for:

- the organisation of European-wide sport events organised in one Programme Country;
- national events - organised simultaneously in several Programme Countries by not-for-profit organisations or public bodies active in the field of sport.

The expected results of these events are:

- increased awareness as regards the role of sport in promoting social inclusion, equal opportunities and health-enhancing physical activity;
- increased participation in sport, physical activity and voluntary activity.

WHICH ACTIVITIES ARE SUPPORTED UNDER THIS ACTION?

Support for events will imply assigning EU grants to individual organisations in charge of the preparation, organisation and follow-up to a given event. The following standard activities will be supported under this Action (non-exhaustive list):

- preparation of the event;
- organisation of educational activities for athletes, coaches, organisers and volunteers in the run-up to the event;
- organisation of the event;
- organisation of side-activities to the sporting event (conferences, seminars);
- implementation of legacy activities (evaluations, drafting of future plans);
- communication activities linked to the topic of the event.

WHICH ACTIVITIES ARE NOT ELIGIBLE UNDER THIS ACTION?

- Sport competitions organised by international, European or national sport federations/leagues on a regular basis;
- Professional sport competitions.

WHAT ARE THE CRITERIA USED TO ASSESS A NOT-FOR-PROFIT EUROPEAN SPORT EVENT?

The list hereafter includes the formal criteria that a not-for-profit European sport event must respect in order to be eligible for an Erasmus+ grant:

ELIGIBILITY CRITERIA

Who can apply?	<p>Any public body or non-profit organisation active in the field of sport, established in a Programme Country. For example, such organisation can be (non-exhaustive list):</p> <ul style="list-style-type: none"> ▪ a public body in charge of sport at local, regional or national level; ▪ a sport organisation at local, regional, national, European or international level; ▪ the coordinator of a national event organised in the framework of a European event in the field of sport.
Eligible events and participants	<p>For not-for-profit European sport events related to the 2016 European Week of Sport:</p> <ul style="list-style-type: none"> - EU-wide physical activity/sport events taking place on the first day of the European Week of Sport must be organised simultaneously in at least 5 capitals (or major cities) of Programme Countries; - For other events taking place in the period during the European Week of Sport: <ul style="list-style-type: none"> • European-wide sport events organised in one country must involve participants to the event from at least 3 different Programme Countries; OR • events must be organised simultaneously in at least 3 Programme Countries. <p>For not-for-profit European sport events not related to the 2016 European Week of Sport:</p> <p>European-wide sport events organised in one country must involve participants to the event from at least 12 different Programme Countries.</p> <p>OR</p> <p>Sport events organised simultaneously in several Programme Countries must involve participants to the events from at least 12 different Programme Countries. This condition is fulfilled as long as these participants are involved in the sum of events in total.</p>
Duration of project	<p>Up to 1 year (from preparation of the event to its follow-up).</p>
Dates of the event	<p>For not-for-profit European sport events related to the 2016 European Week of Sport: the event must take place during the European Week of Sport or during the National Weeks.</p>
Where to apply?	<p>To the Education, Audiovisual and Culture Executive Agency, located in Brussels.</p>
When to apply?	<p>Applicants have to submit their grant application by the following dates:</p> <ul style="list-style-type: none"> ▪ For not-for-profit European sport events organised during the 2016 European Week of Sport: 21 January at 12:00 (midday Brussels time) for projects starting on 1 May of the same year; ▪ For not-for-profit European sport events organised outside the 2016 European Week of Sport: 12 May at 12:00 (midday Brussels time) for projects starting on 1 November of the same year.
How to apply?	<p>Please see Part C of this Guide for more 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.

**AWARD CRITERIA**

Projects will be assessed against the following criteria:

<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 of European policies in the field of sport; - the objectives and the priorities of this Action (see section "What are the aims of a not-for-profit European Sport event?"). ▪ The extent to which: <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 innovative and/or complementary to other initiatives already carried out by the participating organisations; - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country.
<p>Quality of the project design and implementation (maximum 40 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, methodology, activities and budget proposed; ▪ The quality and feasibility of the methodology proposed; ▪ The extent to which the project includes people with expertise in different areas such as sports practice (training, competitions, coaching, etc.); ▪ The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic); ▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; ▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity.
<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; ▪ The quality of measures to ensure visibility and media coverage of the event and of the EU support.

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

WHAT ARE THE FUNDING RULES?

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

	Eligible costs	Financing mechanism	Amount	Rule of allocation
Activity costs	<p>Costs directly linked to the implementation of the complementary activities of the project, including:</p> <p>Eligible direct costs:</p> <ul style="list-style-type: none"> ▪ Personnel ▪ Travel and subsistence ▪ Equipment ▪ Consumables and supplies ▪ Subcontracting ▪ Duties, taxes and charges ▪ Other costs <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	<p>Maximum grant awarded:</p> <ul style="list-style-type: none"> • For not-for-profit European sport events organised during the 2016 European Week of Sport: 300,000 EUR • For not-for-profit European sport events not related to the 2016 European Week of Sport: 500,000 EUR <p>Maximum 80% of the total eligible costs.</p>	Conditional: the budget requested is justified in relation to the planned activities.

PART C - INFORMATION FOR APPLICANTS

All those organisations (including informal groups) who intend to submit a project proposal in order to receive financial support from the EU under the Erasmus+ Programme are invited to read carefully this section which is drafted in accordance with the provisions of the Title VI of the Financial Regulation¹⁴² 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);

¹⁴² 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 procedure¹⁴³.

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.

¹⁴³ 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 bodies¹⁴⁴;
- 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 guarantee¹⁴⁵;
- 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.

¹⁴⁴ 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.

¹⁴⁵ 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 types¹⁴⁶:

- 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.

¹⁴⁶ 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)

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 project¹⁵⁰;
- 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 project¹⁵¹.

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.

¹⁵⁰ For exceptions to this rule, see the section "non-retroactivity" in this part of the Guide.

¹⁵¹ 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%

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 agencies¹⁵², or
- the Commission Regulation of 17.12.2008 on the Central Exclusion Database¹⁵³ (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 EU¹⁵⁴.

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 EU¹⁵⁵.

¹⁵² (OJ 2014 L 329 of 14 November 2014, p.68).

¹⁵³ (OJ L 344, 20.12.2008, p. 12).

¹⁵⁴ (OJ, L 298, 26.10.2012, p. 1).

¹⁵⁵ (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 HIGHER EDUCATION STUDENTS AND STAFF

1. BEFORE MOBILITY

a. ACCREDITATION OF PARTICIPATING ORGANISATIONS

ERASMUS CHARTER FOR HIGHER EDUCATION

The Erasmus Charter for Higher Education (ECHE) provides the general quality framework for European and international cooperation activities a higher education institution (HEI) may carry out within the Programme. The award of an Erasmus Charter for Higher Education is a pre-requisite for all HEIs located in a Programme Country and willing to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Programme. For HEIs located in Partner Countries, the ECHE is not required, and the quality framework will be established through inter-institutional agreements (see below) between HEIs.

A call for proposals for the award of the ECHE is launched by the Executive Agency in Brussels on an annual basis. If awarded, the Charter is valid for the entire duration of the Programme. The conditions for applying to receive an ECHE are described in the website of the Executive Agency at: https://eacea.ec.europa.eu/erasmus-plus/funding/erasmus-charter-for-higher-education-2014-2020_en.

HEIs must respect all the provisions of the ECHE during the implementation of the project. Their compliance will be monitored by the National Agency. Violation of any of its principles and commitments may lead to its withdrawal by the European Commission.

CONSORTIUM ACCREDITATION

A higher education national mobility consortium can support any of the four eligible mobility activities within a higher education mobility project.

The purpose of mobility consortia is to facilitate the organisation of mobility activities and to offer added value in terms of quality of activities compared to what each individual sending higher education institutions would be able to deliver alone. The member organisations of a national mobility consortium may pool or share services related to the organisation of mobility. Joint activities may include joint administrative, contractual and financial management of mobility, joint selection and/or preparation and mentoring of participants as well as, where relevant, a centralised point for finding enterprises and for matchmaking enterprises and participants. The national mobility consortium can also act as a facilitator for incoming student and staff trainees. This includes finding a receiving organisation in the region where the mobility consortium partners are located and providing assistance in case of need.

The consortium coordinator, possibly together with other/intermediary organisations, can play an active role in fostering contacts with enterprises and finding opportunities for traineeships and training places for staff, in promoting these activities and providing information, etc.

Each sending HEI remains responsible for the quality, the contents and the recognition of the mobility periods. Each member of the consortium is required to sign an agreement with the consortium coordinator to specify the roles and responsibilities and the administrative and financial arrangements; the modalities of cooperation shall specify matters like the mechanisms for preparation, quality assurance and follow-up of mobility periods. Furthermore, each sending HEI is responsible for signing inter-institutional agreements (see following section) with HEIs that receive their students and staff.

The national mobility consortium can only get funding if it was awarded a consortium accreditation. If the assessment of the national mobility consortium is not successful, the consortium will have to reapply for the accreditation and for funding in the following year.

Compliance with the consortium accreditation shall be subject to the monitoring by the National Agency. Any major problems (e.g. misuse of funds, non-respect of obligations and weaknesses in the financial capacity) or any violation by the consortium of its commitments may lead to the withdrawal of the accreditation by the National Agency. The National Agency shall require the consortium coordinator to notify the National Agency without delay of any change in the composition, situation or status of the consortium which might necessitate changes to or withdrawal of the accreditation.

MOBILITY PROJECT FOR VET LEARNERS AND STAFF

1. ORGANISATIONAL SUPPORT

The organisational support grant is a contribution to any costs incurred by the organisations in relation to activities to support student and staff mobility of high quality. For example:

- providing information and assistance to students and staff;
- selecting students and staff;
- preparing the learning agreements to ensure full recognition of the students' educational components; preparation and recognition of mobility agreements for staff;
- providing linguistic and intercultural preparation to both students and staff – especially sector-specific language courses for VET;
- general management around setting up and managing mobility project;
- ensuring an efficient mentoring and supervision arrangements of mobile participants;
- specific arrangements to ensure the quality of traineeships in enterprises.

The quality of the implementation and follow-up of the project by the institution will be taken into account when the final grant is decided. The quality implementation of the mobility project should follow the guidelines set out in this Annex on the Mobility for VET learners and staff.

2. BEFORE MOBILITY

a. ACCREDITATION OF PARTICIPATING ORGANISATIONS – THE ERASMUS+ VET MOBILITY CHARTER

From 2015 onwards there is the possibility for non-accredited organisations to apply for the Erasmus+ VET Mobility Charter through separate yearly calls launched by the National Agencies, provided that those organisations fulfil the prerequisite selection criteria and demonstrate the quality and sustainability of their internationalisation strategies. Please take good note that if organisations do acquire a new Erasmus+ VET Mobility Charter in a given year, they will only be able to use it for undertaking VET mobility from the following General Call onwards. For example, if organisations apply for a Charter under a specific call and this Charter is awarded in 2016, they will still have to apply at the same time for a VET mobility project without a Charter if they wish to carry out mobility under the 2016 General Call. They would only be able to use the Charter in the following call year (in this example 2017).

More detailed information is made available on the websites of the European Commission and National Agencies.

b. EUROPEAN QUALITY CHARTER FOR MOBILITY

VET organisations that plan to organise mobility activities for VET learners and staff must organise their activities in line with the principles and criteria set out in the European Quality Charter for Mobility¹⁵⁶.

The European Quality Charter for Mobility constitutes the quality reference document for education and training stays abroad. The Charter provides guidance on mobility arrangements for learning or other purposes, such as professional betterment, to both young learners and staff. The respect of the principles set out in the Charter should help to ensure that mobility participants always have a positive experience both in the host country and in their country of origin on their return, and that the number and depth of education and training exchanges are stepped up. The Charter is available at: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11085_en.htm

c. ECVET - MEMORANDA OF UNDERSTANDING

VET organisations may decide to apply the European Credit system for Vocational Education and Training (ECVET) in the framework of their mobility activities (for more information, see below). In these cases, a precondition for using ECVET is the setting up of an ECVET partnership. This partnership needs to bring together the competent organisations involved in 1) identifying the suitable learning outcomes during mobility activities; 2) delivering VET programmes that are apt at satisfying

¹⁵⁶ Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility (Official Journal L 394 of 30.12.2006).

MOBILITY PROJECT FOR SCHOOL EDUCATION STAFF

Mobility projects allow schools to give their teachers and other educational staff opportunities and incentives to acquire new competences linked to the needs of the school. School management should play an active role in planning, supporting and following up the mobility project.

In order to ensure and maximise the impact of these activities on professional development of all staff, schools should make sure that after the mobility the competences acquired by their staff are well disseminated across the school and integrated into the school teaching practice.

Before applying, schools should carefully think about how many of staff can realistically participate within the duration of the project (i.e. 1 or 2 years), what kind of activities they would engage in and how these activities could be effectively followed-up at home. At application stage, applicant organisations will need to provide indicative numbers, types and destination countries of planned mobility activities.

If the National Agency selects the mobility project and confirms the budget requested, the beneficiary can start the selection of participants and the detailed organisation of the activities.

1. ORGANISATIONAL SUPPORT

The organisational support grant is a contribution to costs incurred by the institutions in relation to activities in support of staff mobility. For example:

- preparation and follow-up of the European Development Plan;
- organisational arrangements with partner institutions (mainly in case of job-shadowing and teaching assignments);
- providing information and assistance to staff;
- selection of staff for mobility activities;
- preparation of mobility agreements to ensure the quality and recognition of mobility activities;
- linguistic and intercultural preparation for mobile staff;
- facilitating the integration of incoming mobile staff in the school;
- ensuring efficient mentoring and supervision arrangements of mobile participants;
- supporting the reintegration of mobile participants and building on their acquired new competences for the benefit of the school, teaching staff and pupils.

2. BEFORE MOBILITY

a. EUROPEAN DEVELOPMENT PLAN

Before applying, a school or a national mobility consortium coordinator must develop a European Development Plan; this plan is part of the application form. This section indicates how the planned mobility activities are inscribed in a wider and long-term strategy of development and modernisation of the school(s) involved in the project.

This European Development Plan will be an important part of the evaluation of grant applications and should provide information on:

- the needs of the school(s) in terms of quality development and internationalisation (e.g. as regards management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, organisation of teaching, training and learning, reinforcing links with partner institutions) and how the planned activities will contribute to meeting these needs;
- the impact expected on pupils, teachers and other staff, and on the school overall;
- the way schools will integrate the competences and experiences acquired by their staff into their curriculum and/or the school development plan;
- the way eTwinning is going to be used in connection with the planned mobility activities, if relevant (see the section below).

b. ETWINNING

eTwinning promotes school collaboration and school networking in Europe through the use of Information and Communication Technologies (ICT). It provides advice, ideas and tools to make it easy for schools to set up partnerships and start collaborative projects in any subject area.

MOBILITY PROJECT FOR ADULT EDUCATION STAFF

Learning mobility for adult education staff aims at raising the key competences and skills of staff in adult education in order to increase the quality of teaching and learning in all forms and to make them relevant to the needs of the labour market and society at large. Particular attention will be given to projects addressing the teaching/learning needs of disadvantaged adult learners (including refugees, asylum seekers and migrants). It is expected that adult education organisations use learning mobility of their staff strategically and in terms of internationalising their organisation and of raising the capacity of it.

1. ORGANISATIONAL SUPPORT

The organisational support grant is a contribution to costs incurred by the organisations in relation to activities of staff mobility. The purpose of the grant is to facilitate the organisation of high quality mobility activities with a view to raising the capacity of the adult education organisations. For example:

- preparation and follow-up of the European Development Plan;
- providing information and assistance to staff;
- selection of staff for mobility activities;
- organisational arrangements with partner institutions (in particular in case of job-shadowing and teaching assignments);
- preparation of mobility agreements to ensure the quality and recognition of mobility activities
- linguistic and intercultural preparation for mobile staff;
- ensuring efficient mentoring and supervision arrangements of mobile staff;
- supporting the reintegration of mobile participants and building on their acquired new competences to improve the quality of teaching and learning provisions of the adult education organisation.

The quality of the implementation and follow-up of the project by the organisation will be taken into account when the final grant is decided. The quality implementation of the mobility project should follow the guidelines set out in this Annex on Mobility for adult education staff.

2. BEFORE MOBILITY

a. EUROPEAN DEVELOPMENT PLAN

Before applying, an adult education organisation must develop a European Development Plan; this plan is part of the application form. This section indicates how the planned mobility activities are inscribed in a wider and long-term strategy of development and modernisation of the organisation.

This European Development Plan will be an important part of the evaluation of grant applications and should provide information on:

- the needs of the organisation in terms of quality development and internationalisation (e.g. as regards management competences, staff competences, new teaching/learning methods or tools, European dimension, language competences, curriculum, organisation of teaching, training and learning, reinforcing links with partner organisations) and how the planned activities will contribute to meeting these needs;
- the impact expected on adult learners, teachers, trainers and other staff, and on the organisation overall;
- the way the organisation will integrate the competences acquired by its staff into their curriculum and/or the organisation's development plan.

The purpose of the European Development Plan is to ensure that the planned activities are relevant both for the individual participants and for the organisation as a whole, as they will have a higher impact on the quality of teaching and learning if they are well integrated in the organisation's strategic development.

b. MOBILITY TOOL+

At the earliest when the participants are selected, the beneficiary organisation must encode general information regarding the participant and the type of mobility activity s/he will carry out (e.g. participant name, destination, duration of the mobility, etc.) into the Mobility Tool+. The Mobility Tool+ will support the beneficiary in the management of the Erasmus+ mobility activities. The beneficiary organisation is also responsible for updating the Mobility Tool+ with any change occurred to participants or activities during the lifetime of the mobility project. Beneficiaries will be able to generate prefilled reports from the 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.

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.

ERASMUS MUNDUS JOINT MASTER DEGREES

1. CONDITIONS RELATING TO THE DESIGN OF THE ERASMUS MUNDUS JOINT MASTER DEGREES

An EMJMD must be fully developed at the time of the application and be ready to run for three consecutive editions as from the second academic year following the application if the consortium opts for a preparatory year after being selected. The EMJMD consortia that have opted not to implement a preparatory year are expected to run the first edition of the Master immediately, thus the first academic year following their selection.

In order to comply with the minimum requirements set in the Programme Guide, HEIs established in a Programme Country must be able to demonstrate the accreditation of each degree-awarding Master programme on the basis of which the EMJMD programme is composed. Besides accreditation, national Master degree-awarding programmes must be mutually recognised by the consortium HEI partners from Programme Countries. If the proposed EMJMD study programme is the result of a completely new curriculum that cannot be associated with an already existing and accredited national Master programme, then the accreditation of the EMJMD must be confirmed at application stage. In addition, applicants should note that the process of recognition of EMJMD study periods within the consortium must have been agreed before the first EMJMD student intake starts.

Programme Country HEIs acting as partners in the consortium must be Master degree-awarding institutions with the capacity to issue either a joint or a multiple degree (at least a double degree) for EMJMD graduates. Consortia must also ensure that all graduated students are provided with a [joint Diploma Supplement](#) at the end of their study period, covering the entire content of the Master programme.

Unless applicants explicitly opt out, the first year will be a preparatory and promotion/awareness-raising year during which the programme will be advertised and the first intake of students selected. EMJMDs must ensure joint/common procedures for student admission requirements¹⁶⁰, teaching/training activities, quality assurance mechanisms, student examination and performance evaluation, consortium administrative and financial management, the nature/scope of services offered to students (e.g. language courses, visa support), etc. All students must be covered by a health and insurance scheme chosen by the consortium. This scheme must respect the minimum EMJMD requirements as defined in the respective guidelines available on the Executive Agency website.

These elements are crucial to demonstrate full integration of an EMJMD course and its implementing consortium. Therefore it is expected that a draft Consortium Agreement is provided at application stage which covers these and other important items in a clear and transparent manner. The existence of an up-to-date, comprehensive, and robust draft Consortium Agreement is a sign of the readiness of the partners and maturity of the application.

The EMJMD consortium will need to design joint promotion and awareness-raising activities in order to ensure worldwide visibility of the joint study programme as well as of the Erasmus+ scholarship scheme. These activities will necessarily include the development of an integrated and comprehensive course website (in English, as well as in the main teaching language if different) providing all the necessary information on the EMJMD for students and future employers, prior to the first scholarship application round.

The student application procedure and submission deadline should be designed in such a way that it provides the students with all the necessary information well in advance and with enough time to prepare and submit an application (i.e. at least 4 months before the scholarship deadline). The consortium is also encouraged to organise language courses in the language of the host institutions and offer courses in other widely spoken languages. Visibility will be supported through the Commission and Executive Agency websites, via National Agencies and EU Delegations. Guidelines on EMJMD websites can be found on the Executive Agency website.

2. CONDITIONS RELATING TO MASTER STUDENTS

Master students wishing to enrol in an EMJMD must have previously obtained a first higher education degree¹⁶¹ or demonstrate a recognised equivalent level of learning according to national legislation and practices. Each EMJMD consortium will be responsible for defining its specific student application procedure and selection criteria in accordance with the requirements and guidelines available on the Executive Agency website. In this context, student candidates can apply for an EMJMD scholarship to any of the Erasmus+ Erasmus Mundus courses of their choice (EMJMD catalogue

¹⁶⁰ The selection procedure must be organised in a way to ensure that the best students worldwide are selected.

¹⁶¹ While this condition must necessarily be fulfilled at the time of enrolment, EMJMD consortia may decide to accept scholarship applications from students in the last year of their first higher education degree.

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 CLIL¹⁶³ 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

¹⁶³ Content and language integrated learning.

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:

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.

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>

ANNEX IV - USEFUL REFERENCES AND CONTACT DETAILS

USEFUL REFERENCES

Title	Link
Europe 2020 and ET 2020 benchmarks and indicators	http://epp.eurostat.ec.europa.eu/portal/page/portal/europe_2020_indicators/headline_indicators http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_social_policy_equality/education_training
Analysis of education (covering ECEC, schools, youth and higher education as well as many specific educational domains)	http://eacea.ec.europa.eu/education/eurydice/
Analysis of education and training; covering all areas	http://www.oecd.org/education/
Analysis of education and training; covering all areas	https://en.unesco.org/ http://www.uis.unesco.org/Pages/default.aspx
Diploma Supplement model:	http://ec.europa.eu/education/tools/diploma-supplement_en.htm
ECTS Users' Guide	http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf
ECVET	http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm http://www.ecvet-team.eu/
Entrepreneurship Education: A Guide for Educators	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://euskillspanorama.cedefop.europa.eu
Europass homepage	https://europass.cedefop.europa.eu/en/home
European Agenda for adult learning and recent policy developments	http://ec.europa.eu/education/policy/adult-learning/index_en.htm



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>