



Handbook 2022 Financing the Initiative

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LOD7

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List of Abbreviations

BIP	Blended Intensive Program
EADTU	European Association of Distance Teaching Universities
ECHE	Erasmus Charter for Higher Education
ECTS	European Credit Transfer and Accumulation System
ESDC	European Security and Defence College
EU	European Union
HEI	Higher Education Institution
IG	Implementation Group
KA	Key Action
LOD	Line of Development
NA	National Agency
VET	Vocational Education Training

CONTENTS

Introduction	4
Goals of the present publication.....	4
Funding for participation in international activities.....	5
Funding Sources – Generalities.....	5
Selection of the Financing Source.....	5
Factors that may affect the performance of international activities.....	6
Planning.....	6
Management.....	6
Purpose and Duration.....	6
Cost.....	6
Execution.....	6
Flexibility.....	6
Control over Management.....	6
Sources of Funding for international activities.....	7
Own institution funding sources.....	7
Funding sources from scholarships.....	7
ERASMUS+ Program funding sources.....	9
What is ERASMUS.....	9
Learning Mobility of Individuals.....	9
Blended Mobility for ERASMUS+ Higher Education Mobility KA131.....	9
Higher Education Students and Staff.....	18
Funding Rules Applying to all Mobility Activities in Higher Education.....	46
Funding Sources from ESDC.....	56
Other sources of funding.....	60
Sources and Resources.....	64
Annexes.....	66
Sources and Resources.....	64
Figures	
Figure 1 - Possibilities of Sources of Financing to Participate in International Activities.....	6
Figure 2 - Possibilities of Sources of Financing to Organize International Activities.....	7
Figure 3 - Factors that may affect the performance of activities.....	8
Figure 4 - Sources of Funds.....	8



Introduction

The European initiative for the exchange of young officers inspired by Erasmus, often referred to as "military Erasmus" in the media, is an initiative undertaken by the European Union Member States aimed at developing the exchanges between armed forces of future military officers as well as their teachers and instructors during their initial education and training. Due to the fact that the initiative is implemented by the Member States on a purely voluntary basis, their autonomy with regard to military training is not compromised.

The implementation of the initiative is driven by the key idea that exchanges of young officers during their initial training form the cornerstones for the emergence, in the longer run, of the increased interoperability and common culture that are needed for European security and defence. An Implementation Group was created in February 2009 as a task-oriented configuration of the European Security and Defence College's Executive Academic Board.

Relying on contributions and support from the Member States, their institutes and the European Security and Defence College's Secretariat, the Implementation Group (IG) very quickly made substantial progress on various aspects of the initiative. (emilyo.eu, in 21.11.2022)

The present publication intends to contribute with some information on the funding possibilities that allow the participation of Military Higher Education Institutions in the various activities related to the Implementation Group, under the ESDC, and intends to serve as practical guidance to clarify the BOEI on the various funding possibilities for the various initiatives.

Participation in initiatives is not regulated through a fully standardized mechanism in terms of funding. However, it will be possible to take as an example some sources of funding that could be used to adequately finance participation, increasing activities between institutions and contributing to the creation of an increasingly common training. Funding sources may be internal to the Institution, or external, through the support of entities outside the Institution. The most used are: (1) ERASMUS Program; (2) Financing through the institution's own funds; (3) Scholarship Agreements and (4) use of funds from the ESDC; Other Sources of Funding.

These forms of Funding will be the focus of this publication, which also provides step-by-step guidance on how participation in activities can be funded and what can be learned from best practices and case studies in the Implementation Group.

Goals of the handbook

With this publication it is intended to:

- Understand the various sources of funding that may support participation in the different activities of the IG/ESDC.
- Recognize possibilities, advantages and disadvantages in using different sources of financing.

- Analyse the most appropriate funding sources for participation in the various activities.
- Assess success factors and lessons learned from successful engagements funded by innovative schemes.
- Share knowledge about possibilities for participation and innovative funding schemes that are relevant to increasing participation.
- Share practical experiences with IG members and support others in overcoming different barriers.
- Publicize other forms of funding for participation in activities.

1. Funding for Participation in International Activities

Globalization has opened new doors and opportunities that can be explored. The Institutions' activities are not limited to a region or a single country. And wherever there are activities, there are associated financial needs for the feasibility of realization. If the activities take on an international character, the necessary value increases, as we will have to rely on travel, in most cases, by air. Thus, the Funding Sources of any activity play an important role when we plan any activity.

a) Funding Sources - Generalities

There are important aspects that we always must consider when carrying out a mobility: the budget and the time available, which will condition the selection of the Financing Source that can best make that budget viable and allow the mobility to take place. Choosing the best Source of Financing, for the necessary budget, is what makes carrying out any activity possible.

b) Selection of the Financing Source

There are several Financing Sources that the Institutions can use, from the use of internal funds of the Institution, to the use of funds from external bodies. We can still use just one funding source, or plan a combination of sources. In any case, it is essential that a careful planning of the activities selected for Students and Teachers/Staff is carried out, with anticipation that allows managing the set of activities that are intended to be carried out.

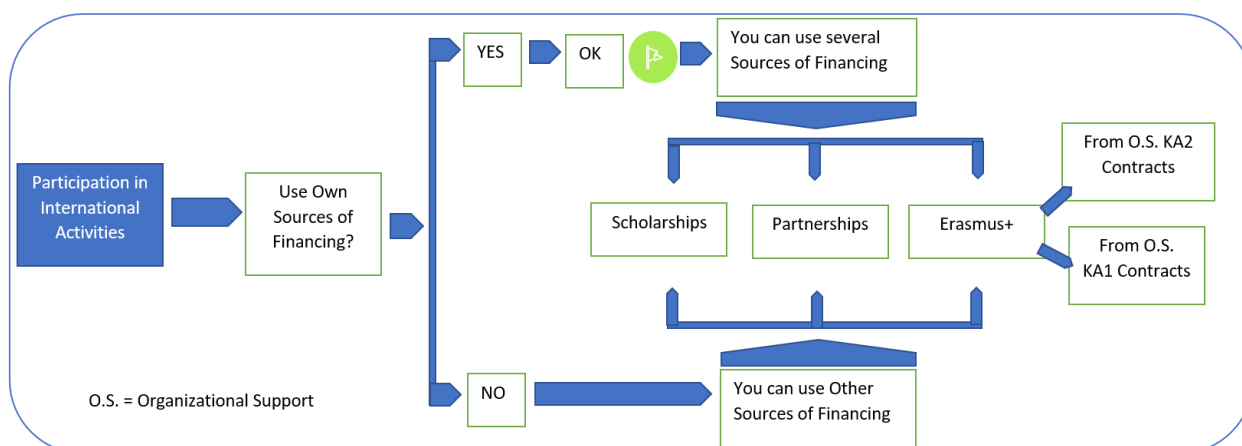


Figure 1 - Possibilities of Sources of Financing to Participate in International Activities

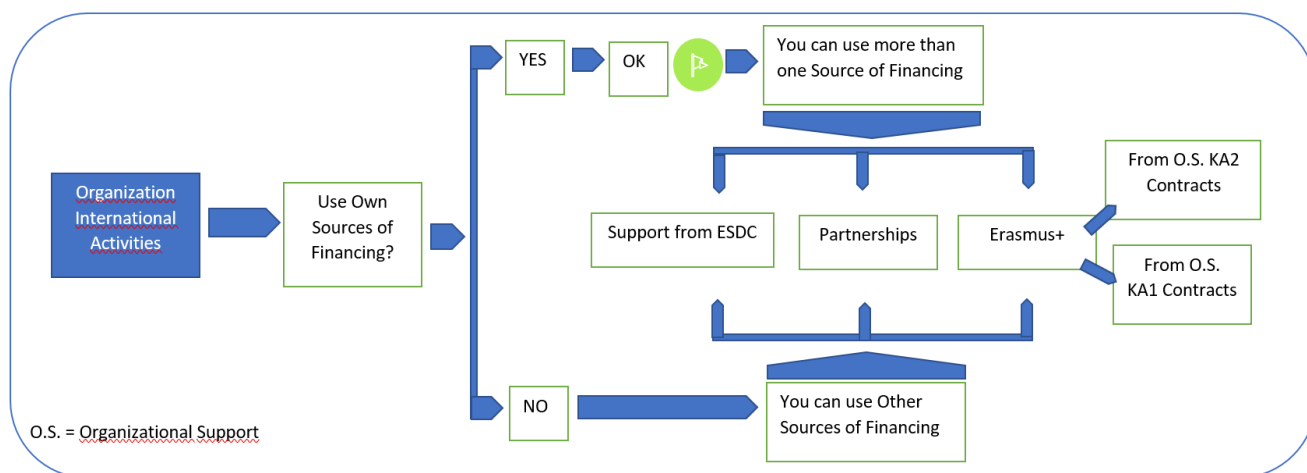


Figure 2 – Possibilities of Sources of Financing to Organize International Activities

c) Factors that may affect the performance of activities

(i) Planning

The planning of activities depends on the guidelines of the institution's superior structure with regard to the definition of priority areas for participation. After defining the priority areas, it is possible to plan the activities for participation, drawing up a list of priorities, conditioned by the funds available in the various funding sources.

(ii) Management

Once the priority lines for the areas of knowledge have been defined at the top, it is necessary to select, considering the amount available in the various funding sources, the activities in which one intends to participate, in priority order of selection.

(iii) Purpose and Duration

Priority lists for participation must be prepared, in which the objectives are in line with the areas of knowledge defined at the top, considering the duration, which may condition the participation.

(iv) Cost

In this factor, we will always have to consider obtaining the necessary budget, and the use of that same budget. The way in which it is possible to obtain funds from a given source of funding, together with the conditions for using that same amount, may affect the choice of source of funding. The activity planning managers are responsible for selecting the most appropriate source of funding for each specific situation, considering the time available, the amount needed and for whom it is intended. There may be a need, or benefit, to combine more than one funding source.

(v) Execution

The organization for carrying out the activities depends on the structure of each organization, and on the way defined at the country and institution level for participation.

(vi) Flexibility

The entire process must be flexible, as readjustment or alteration may be necessary at any time.

(vii) Control over Management

It is necessary to constantly keep the planning updated, reviewing, and readjusting when necessary.

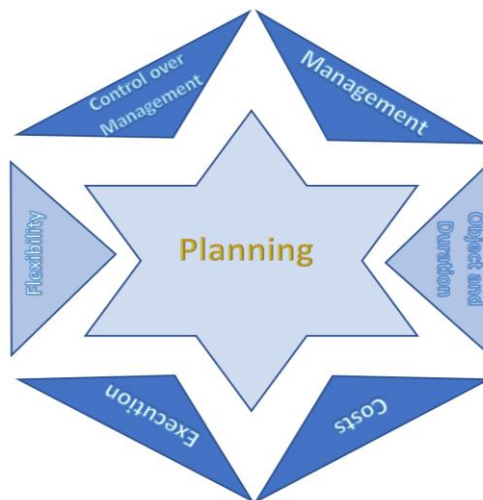


Figure 3 - Factors that may affect the performance of activities

d) Sources of Funding for International Activities

Financing for International Activities necessarily deals with financial aspects on a global level. There are several sources that institutions can consider for funding, which plays a key role in supporting organizations to engage in activities organized by other institutions, or in organizing activities by the institution itself.

There are several funding sources from which funds can come:

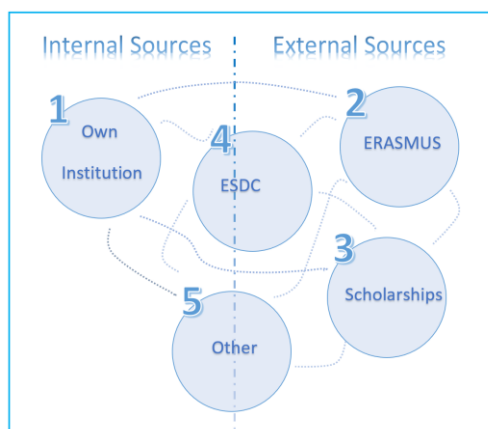


Figure 4 - Sources of Funds

(i) Own Institution Funding Sources (Internal Source)

Institutions have some financial autonomy that may allow funding to participate in international activities organized by other institutions. This funding source can also be used in the organization of activities by the institution itself.

(ii) Funding Sources from Scholarships

A scholarship contract is an agreement between the giver and the receiver, outlining the terms under which the recipient will be given the scholarship; it helps protect the recipient and the organization by giving the scholarship.

The content of a scholarship contract will vary based on the conditions of the scholarship itself. It can be offered for academic achievements, for athletic performance, or for some other reason entirely. It is important the requirements of the scholarship be clearly outlined before a contract is drawn up.

The EURAXESS website shares information about funding schemes across Europe for research posts, fellowships and doctoral studies. Discover the EURAXESS national portals for more detailed information about opportunities in each country.

Explore the EURAXESS national portals Universities

Several universities, research institutes and higher education institutions offer their own scholarships and financial support. Browse their websites to see what is on offer.

See more:

<https://education.ec.europa.eu/study-in-europe/planning-your-studies/scholarships-and-funding>

(iii) ERASMUS+ Program Funding Sources

The Erasmus+ program budget for 2021-2027 is €26.2 billion, compared with €14.7 billion for 2014-2020. This will be complemented by about €2.2 billion from the EU's external instruments.

With this increased budget, Erasmus+ is more **inclusive**, more **digital**, and **greener**.

a. What is Erasmus+?

Erasmus+ is the EU's program to support education, training, youth and sport in Europe. The 2021-2027 program places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The program also supports the European Pillar of Social Rights, implements the EU Youth Strategy 2019-2027, and develops the European dimension in sport.

Erasmus+ offers mobility and cooperation opportunities in:

- higher education

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- vocational education and training
 - school education (including early childhood education and care)
 - adult education
 - youth
 - sport

b. Learning Mobility of Individuals

Learning mobility opportunities aim to encourage the mobility of students, staff, trainees, apprentices, youth workers and young people.

The role of the organizations in this process is to organize these opportunities for individuals. The benefits for the organizations include an increased capacity to operate at an international level, improved management skills, access to more funding opportunities and projects, increased ability to prepare, manage, and follow-up projects, a more attractive portfolio of opportunities for students and staff at participating organizations, the opportunity to develop innovative projects with partners from around the world.

c. Blended mobility for Erasmus+ higher education mobility KA131

Blended mobility was introduced as a novelty in the Erasmus+ 2021-2027 program's higher education mobility action KA131, to enrich and diversify the experience of students and staff who would learn or train or teach abroad. Moreover, given the bigger budget allocated to the program in the new multiannual financial framework 2021- 2027, Erasmus+ aims to capture a much higher share of the population and fund more mobilities than in the past, so the blended mobility options will facilitate accomplishing this objective.

Research has already shown that all mobility experiences, regardless of length, have a positive impact on students, for example when it comes to employment (Van Hees, V., & Montagnese, D. (2020), p.18). As the general objective for the new Erasmus+ program is to boost learning and training opportunities in Europe and worldwide and to include more people in this experience, blended (short-term) mobilities can be an important first step for students who are hesitant to go abroad. Institutions can build on their own previous experiences with virtual and distance learning, both because of the pandemic and also during the years prior and use the tools that have already proven successful.

Some institutions or individual teachers might have experience with virtual learning, using collaborative platforms to work with students from different institutions. Blended mobility activity within Erasmus+ offers the opportunity to build on those relationships and expertise to create a more structured and more inclusive mobility format with a guarantee of quality afforded to it by the regular Erasmus+ program quality assurance mechanisms.

Flexibility Blended learning and blended mobility formats can boost mobility numbers by respecting varying academic systems in different countries in a more flexible manner than physical mobility. The flexibility offered by blended solutions can for example serve to overcome differences in the academic

calendars of different institutions (Gaebel, M., Zhang, T., Stoeber, H. & Morrisroe, A. (2021), p. 24). In addition, and in line with the opening of KA131 to international mobility, participants can go on a blended mobility (that is not part of a blended intensive program (BIP)) to third countries not associated to the Program too, which in turn translates into even more mobility and cooperation possibilities and flexibility.

Currently, blended intensive programs can only take place in EU Member States or third countries associated to the Erasmus+ program. In a survey conducted by the “How Long is Too Long” (HLiTL) project, participants stressed that blended mobility allows students to simultaneously reap the benefits of both physical and virtual mobility, financial savings, flexibility and access to new ways of studying and teaching.

Blended short-term mobility programs might also work well for students in highly specialized fields or training for regulated professions. They get the benefit of cooperating internationally on relevant topics and build their professional networks while not compromising the structure and timetables of their highly regulated study programs. This may also be very relevant for doctoral students following very individualized study paths.

Blended mobility courses can also be a good way to encourage more cooperation between higher education institutions and other non-HEI actors, such as companies, municipalities, regional authorities, SMEs³, etc.

Innovative ways of teaching and learning Blended mobility offers opportunities for new ways of learning, teaching, and training that can lead to the development of new types of competences.

Both stand-alone blended mobility and participation in blended intensive programs can lead towards adopting innovative education practices and flexible learning pathways such as multidisciplinary programs, group or team learning and assignments, short courses potentially leading to micro-credentials and better upskilling or reskilling opportunities.

Blended mobility courses can also allow institutions to explore more direct cooperation with enterprises, organizations, municipalities, and other stakeholders through challenge based learning approaches where students can work together across disciplines, in particular in the context of the blended intensive programs. Students can address topics or challenges in cooperation with different stakeholders and improve their critical thinking, problem solving, and creative and entrepreneurial skills (for example through living labs⁴ as mentioned in the European Strategy for Universities).

Blended mobility can also be a means to boost the participating higher education institutions' digitalization efforts and train their students and staff members in digital skills. A study conducted by the EVOLVE project on the attitudes of students towards “virtual exchange” showed overall a positive response. The majority of students thought that the exchange was a “valuable part of their higher education course and should be continued in the future” (EVOLVE p. 32). They furthermore found that “a major factor influencing students' general virtual exchange appreciation appears to be their

perception of the virtual exchange being an opportunity for developing transversal and discipline specific skills” (EVOLVE – impact on student learning, p.33).

Being involved in organizing blended intensive programs or other short-term blended courses for incoming mobile students that are on individual blended mobility, gives the opportunity to higher education teaching staff to experiment in designing innovative programs in multidisciplinary subjects.

The institutions can also use this occasion to offer modules or programs in English, if they otherwise were restricted in doing so, and on topics that would expand their expertise.

Blended mobility serves the purpose of promoting and implementing quality mobility, while at the same time achieving all the horizontal priorities of Erasmus+ such as inclusion, digitalization, sustainable development, and active civic participation. In short, through the new blended options, the main objective of the Erasmus+ program, which is the development of the participants’ professional and personal skills by learning from abroad, can be more easily accomplished.

How does blended mobility in Erasmus+ work? Under the previous Erasmus+ Program, physical mobility of a short duration was not possible for students in KA1 but only for staff and in KA2 strategic partnerships. In line with the horizontal priorities of the Erasmus+ program, and to accommodate the need expressed by the sector to introduce blended mobility options, mobilities of shorter physical duration were introduced as a novelty. They are always combined with a virtual component to make sure that the overall experience is long enough to be meaningful in the same way that long-term physical mobility traditionally is. The only exception to this rule are doctoral students, for whom it was decided to allow short-term mobility for studies also without the virtual component due to the nature of their studying.

The introduction of short-term blended mobility options does not, however, preclude any long-term mobility to be organized in a blended format, although the Erasmus+ program offers grants only for the period spent physically abroad. Blended mobility within Erasmus+ combines a physical mobility with a virtual learning component, before, during and/or after the physical mobility. Blended mobility can be organised for student mobility for studies and traineeships from all study cycles as well as for staff mobility of any type. Blended student mobility can take place in combination with either a short-term or a long-term physical mobility abroad. It can be a bilateral/stand-alone mobility by an individual participant, or a group mobility of several participants from the same home institution to a host institution offering for instance blended intensive programs. In both cases, the cooperation between the two institutions needs to be underpinned by an inter-institutional agreement to guarantee the quality of the study and teaching mobility.

The individual support grant for blended mobility is calculated based on the period physically spent abroad while respecting the set minimum duration of the physical component of a blended mobility, which is as follows:

- Short-term physical mobility for students (studies and traineeships): 5 days

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- Long-term physical mobility for students (studies and traineeships): 60 days
 - Staff mobility to EU member states and third countries associated to the program: 2 days
 - Staff mobility for training to EU Member States and third countries associated to the program to take part in a blended intensive program: 5 days
 - Staff mobility to third countries not associated to the program: 5 days

A blended mobility can be organized as a part of a blended intensive program or not. Blended mobility can also be organized as “BIP style” courses, where partners can explore new ways of teaching and learning in a blended format without the need to meet all the requirements needed for Erasmus+ BIP funding.

The Erasmus+ program offers funding opportunities for the organization of blended intensive programs, but institutions can also organize and fund different types of blended courses and programs themselves, and send participants on a blended mobility to those courses and programs that are not Erasmus+ supported blended intensive programs.

For student mobility for studies, the virtual component should complement the study program of the student and promote online cooperation and teamwork. The physical mobility component in a blended mobility should be a period that allows for meaningful interaction with other students and group integration in the host institution, in addition to participation in educational courses, and its content should be connected to the virtual component and mutually reinforcing.

For student mobility for traineeships, blended mobility can for example take place with a short-term physical period abroad that is well integrated with the students’ tasks at their host organization and the virtual component of the traineeship mobility should allow for meaningful online interaction with team members.

Staff members can use blended mobility to engage in both teaching and training activities.

For training activities, online courses and workshops can be combined with physical interaction among the participating staff abroad, putting into practice the skills they trained in an environment that is relevant to their field of expertise. Staff mobility for teaching may combine virtual teaching modules with on-the-spot intensive seminars.

Blended staff mobility can furthermore serve to increase cooperation between higher education institutions at faculty level. When coordinating blended intensive programs, higher education institutions can apply for organizational support to implement the programs. The Erasmus+ Program Guide and the Higher Education Mobility KA131 Handbook provide the funding rules and requirements to receive the organizational support.

How to implement blended mobility successfully? To receive students and staff members on blended mobility, higher education institutions need to develop suitable mobility programs or courses. These courses can be “blended intensive programs” and receive financial support from Erasmus+ for the set-up and organization of the course. Alternatively, incoming students can be integrated into existing courses in case they are offered in a blended fashion to both international students and local students. Institutions should develop short-term blended courses for incoming students that are in line with the institution’s educational offer, expertise, and interests.

Organizing blended courses and blended intensive programs should serve to accomplish the institution’s internationalization strategy, addressing the European higher education priorities, such as digitalization, sustainable development and inclusion, and enhancing the institutions’ cross-border activities.

Local students should also be able to participate in blended courses that are offered to incoming mobility participants. However, they do not receive financial support from their home institution from Erasmus+. Involving local students in these blended courses is an opportunity to encourage internationalization at home and allows non-mobile students to work in an international environment.

The Erasmus+ program rules regarding participant selection, the provision of information and support, exchanging mobility documents, quality assurance, recognition and meeting the ECHE requirements, apply to blended mobility as for any other type of Erasmus+ mobility.

It is very important that institutions commit to recognizing different ways of learning during a mobility, both the virtual component and the physical component. An option to do so is by recognizing participation in blended intensive programs through micro credentials and corresponding ECTS credits, provided that the national workload needed to achieve the learning outcomes can be assessed.

It is expected that the credits students gain from their participation in blended intensive programs are recognized as a part of their degree, but this is ultimately up to the sending institution. In any case, the program must award at least three ECTS credits to students. When organizing blended mobility opportunities, institutions need to keep both the virtual and physical components in mind. The two should complement each other and must not be seen as entirely separate courses. For the virtual component of a blended study mobility, institutions should keep the following advice in mind:

- Clear and comprehensive agreements must be made between participating institutions about grades, recognition and quality assurance.
- The virtual component may have specific practical challenges that organizers need to be aware of, such as time zone differences, unaligned academic calendars, and variance in technological resources.
- Creating an easy and functional online learning environment is crucial to ensure effective cooperation and learning opportunities.
- The online environment can be used to share theoretical insights and promote individual learning that provides a basis for the physical interaction, for example the virtual component can take place before

the physical mobility as a preparatory phase where the members of the group get to know each other, and materials can be shared.

- Teachers and staff must be well prepared to host online classrooms and be trained in diverse online pedagogical approaches.

- The virtual component should allow for cooperation between participants from the different participating countries, for example in small groups to allow for meaningful interaction. For the physical component of the blended mobility, the following should be considered:

- The physical mobility should as much as possible allow for group work, discussion, and intellectual exchange instead of only lectures.

- With the theoretical basis of a virtual preparatory component, the physical component can be well-suited to put the acquired theoretical knowledge into practice, for example in laboratory work, field work, visits and interviews.

- Many existing examples of blended mobility show that the physical mobility component is specifically well-suited to connect to the local environment, for field trips and to engage with local businesses, civil society actors etc.

- The program of the physical component needs to be well-defined and well prepared beforehand, leaving enough time for social interaction and networking.

- For physical mobility as part of a blended mobility project, different practical arrangements must be put in place compared to regular mobilities, especially concerning housing and access to the host institution's facilities and other student support.

Blended study programs and blended intensive programs should not only give access to educational material in the form of online lectures or videoconferencing, but also support online cooperation through cooperative exercises and discussion through suitable online platforms. This is to ensure that participants benefit from the virtual component as well as the physical component and are able to improve their digital and online cooperation skills. To make sure teaching staff is ready to develop and deliver high quality inclusive virtual components, teaching staff must be trained in digital pedagogical competences, as they need to feel confident in their skills to deliver quality programs to participants.

The development of sustainable blended learning courses needs to be a mix of bottom-up and top-down approaches.

Existing virtual exchange courses have, according to a study conducted by the EVOLVE project, so far mostly been bottom-up initiatives driven by highly motivated staff who have wanted to positively impact student learning outcomes (EVOLVE Project Team (2020a), p.10). The project also found that while the motivation of these highly driven individuals was an essential component, there was still a great need

for more institutional support at all levels in order to create sustainable virtual courses (EVOLVE Project Team (2020a), pp. 10-11).

The European Association of Distance Teaching Universities (EADTU) encourages institutions to support teaching staff and program coordinators to develop different types of courses and they note that “[t]he decision for organizing physical, blended or online mobility is to be made by teaching staff. This will be based on the objectives of the course, student characteristics and on principles of international course and curriculum design” (European Association of Distance Teaching Universities (EADTU), Henderikx, P. & Ubachs, G. (2019), p. 38).

Staff participation and expertise are essential to making blended mobility successful. It is therefore important that the university management takes steps towards making the development of blended courses or programs easier and more accessible for teaching staff and provide adequate support and incentives. Institutions could examine the possibility of internal recognition of blended mobility activities, for example through the reduction of teaching hours or points for internal promotion, to encourage teaching staff to take the time to develop different kinds of blended courses. Individual teaching staff that have successful previous experience with virtual courses or short intensive programs can also be targeted specifically and encouraged to develop new courses.

International office staff is also important to encourage the development and creation of blended learning and mobility courses for students and staff members. They play a coordinating role to entice teachers and staff members to develop blended options within academic curricula. Mobility officers could offer regular presentations and workshops to staff members where the Erasmus+ program and the various opportunities the program offers regarding blended mobility are presented.

Possible blended mobility scenarios Several examples of different blended mobilities are outlined below for inspiration:

1. A blended intensive program for students

An Erasmus+ institutional coordinator sends information to academic staff within the institution to advertise blended intensive programs. A business studies academic is working on how small businesses can lead the way in the implementation of the sustainable development goals and wants to introduce this idea to more students but is not able to create a full new course yet. To develop the idea further, the academic gets in touch with colleagues from three other universities and they decide to organize a blended intensive program in the form of a summer school which will focus on innovative ways to include the sustainable development goals in the daily operations of small businesses. The institution of the academic includes the blended intensive program in their Erasmus+ grant application after discussing it with the academic and coordinating with the Erasmus+ offices of the partners. The minimum number of participants in a blended intensive program is 15 mobile learners but all partners decide to send 10 participants to minimize the risk of not reaching the minimum number of participants. The institution of the academic which will host the program will also send involve 10 local participants, but they do

not count towards the 15 minimum as they receive no funding. The program starts with a seven-day physical program which includes a visit to several local businesses. After the physical component, the students cooperate online to develop their ideas and hand in a final report, which is assessed by the staff. The whole program awards 3 ECTS credits.

2. A blended intensive program for students in cooperation with outside stakeholders

An SME or a municipality approaches a university with a topic or a challenge they would like students to work on. The university contacts some of their partner universities and eventually applies for funding to organize a blended intensive program. The program is open to students from various disciplines and allows students to improve their problem-solving skills, along with their entrepreneurial and cooperation skills. The teachers also come from different disciplines within the BIP partnership, and the program additionally invites speakers from the enterprise/municipality and other organizations working on the topic of the program. The intensive program starts with two weeks of physical mobility where the participants visit the enterprise/municipality to get to know it and have a better understanding of the topic of the program and the challenge they will be working on. They furthermore get the chance to get to know each other and attend workshops and seminars that will prepare them for their online work. After the two weeks of physical mobility, the virtual component continues every other week for three more months under the guidance of teachers from the BIP partnership where the participants cooperate online across disciplines and countries on solutions, always staying in regular contact with the enterprise/municipality. Finally, students submit their final report and present their work to the enterprise/municipality and receive 5 ECTS credits.

3. A blended intensive program for administrative staff

A higher education institution has developed a very good orientation program for their incoming mobile students. They want to share their best practices with colleagues from their European University Alliance and decide to organize a blended intensive program on administrative support for mobile students. They apply for the organizational support for a blended intensive program and organize the program with the seven institutions that are in the alliance. They then invite staff from international offices in the alliance but also open the program up to other partners who might be interested. The program starts with two online half-days where participants get to know the university and how the new incoming procedures were developed. The next week has a 5-day physical mobility where staff exchange best practices, an invited speaker gives a talk, there is a workshop with the student union, a presentation on inclusion with the participation of outside stakeholders and more. Finally, once the participants return home there is a final online workshop to sum up the experience and lessons learned.

4. A blended short-term study mobility

A student in education sciences is interested in going on a mobility. The student sees that a partner institution is organizing a blended course on the multicultural classroom before the start

of their regular semester that the international office advertised specifically for education students. The student is interested in the course as their home institution does not offer courses on this topic and applies through the international office. The student goes on a physical mobility for two weeks to get to know their fellow students and to get an introduction to the course material and themes and once the physical component has finished the student does a group project online with the other students and attends a few online seminars for two more weeks. For this blended mobility, the student receives 5 ECTS credits and takes one less course at their home institution as they get the course recognized.

5. A blended short-term traineeship for students

A communications student sees a traineeship opportunity advertised by a private company. The company is looking for a communications trainee to revamp their social media and other communications channels and help draft a new communications strategy for the company. The company offers flexible working conditions for their employees and does not require their trainees to be present at the office physically all the time. The student then agrees with the company to do a blended traineeship. The student first goes on a short-term physical mobility to the company for three weeks to get to know the company, the new colleagues, and to attend a training course for new staff members. After the physical mobility, the student returns to their sending country where they continue working for the company remotely, continually communicating with other staff members and working collaboratively with them online for two more months. The trainee takes part in virtual team meetings and their attendance could be part of the evaluation criteria. The student receives an Erasmus+ grant for the duration of the physical mobility but may also receive a remuneration from the company in addition.

6. A blended long-term traineeship for students

A student does a 5-month physical traineeship and works virtually on finishing assignments during the next month in the home country.

7. A blended staff mobility for training

A staff member virtually engages with colleagues in the receiving institution before the physical mobility to receive training on how to use a tool they are unfamiliar with. During the physical component of the mobility, the staff member receives a hands-on training on the use of the tool and does job shadowing for a couple of days before returning home.

8. A blended staff mobility for teaching and training

A teacher takes part in both a teaching and training mobility at a partner institution. Before the physical mobility, the teacher takes part in a virtual training where the teacher meets with various colleagues at the partner university online where they do a virtual job shadowing and get training from colleagues in the use of a specific software. The following week the staff

member travels to the partner institution and delivers classes for a whole week in cooperation with their colleagues they cooperated with virtually the week before.

d. Higher Education Students and Staff

Organizations can send or receive students, and staff, to or from participating countries. Staff can teach or train abroad, whereas students and doctoral candidates can do a traineeship or part of their studies abroad. Erasmus+ offers the opportunity for higher education institutions to send students and staff abroad (in other Program countries or other Partner countries) to study, teach, or train at participating institutions, as well as to participate in a traineeship. They can also host incoming students and staff from abroad. Traineeships between Program and Partner countries may be available as part of new mobility agreements selected from summer 2018 onwards.

How it works

Organizations wanting to take part in these opportunities can either apply as an individual higher education institution, or as part of a "national mobility consortium", a group of organizations managed by a single coordinating organization.

These organizations fall into one or more of the four main categories:

- Applicant Organizations - responsible for applying for and managing the project, but can also act as a sending organization
- Sending Organizations - in charge of selecting students/staff to send abroad or to manage incoming students and staff from partner countries, as well as invited staff from enterprises,
- Receiving Organizations - responsible for receiving students/staff from abroad and offering a study/traineeship program,
- Intermediary Organizations - as a partner in a mobility consortium, intermediaries can be involved in supporting and facilitating the work of a consortium.

Higher education institutions established in a Program country must hold an Erasmus Charter for Higher Education (ECHE) whether applying individually or as part of a consortium.

Consortia intending to take part must also hold a Mobility Consortium Accreditation.

Other organizations from Program countries can also participate, but do not need an ECHE.

Although organizations from Partner countries can participate in mobility activities, Partner country higher education institutions are not eligible for an ECHE. Instead, they commit themselves to the principles of the charter and make the support they intend to offer to participants clear in the Inter-Institutional Agreement.

After receiving an ECHE and/or mobility consortium accreditation, the applicant organizations can apply for EU funding.

The study activities offered to students have to be part of the student's study program, while the activities offered to student trainees should also be integrated into the trainee's study program. Both sending and receiving organizations, as well as the student, must sign a Learning Agreement before the start of the activities, outlining:

- the educational components to be carried out by the student at the receiving institution,
- the educational components to be replaced in the student's degree at the Sending Institution upon successful completion of the study program abroad, and
- the rights and obligations of the various parties.

The activities of staff sent abroad should be agreed on, in advance, by both the individual's sending organization and the receiving organization.

As above, all parties to the mobility activity must sign a Mobility Agreement, outlining:

the target learning outcomes,

the provisions for formal recognition (for example through ECTS), and

the rights and obligations of the various parties.

In addition to this, any organization that has signed the ECHE must also provide the necessary support to participants, including linguistic preparation. The European Commission provides the Online Language Support tool to assess and improve language competences.

How to apply

The application process for mobility projects is managed by the relevant National Agency (NA) on an annual basis. For individual organizations this is the NA in the country where the organization is based, and for a consortium this is the NA where the consortium coordinator is based.

A call for proposals for the ECHE is held on an annual basis, and is managed by the Education, Audiovisual and Culture Executive Agency. The award of an ECHE is valid for the duration of the program.

A call for consortium accreditation is published on an annual basis by the National Agencies. A consortium accreditation is valid for three years. Organizations can request accreditation and grants at the same time.

Erasmus accreditation

Accreditations are open to all organizations that want to organize mobility activities on a regular basis. Award of the Erasmus accreditation confirms that the applicant has set up an Erasmus Plan to implement high quality mobility activities as part of a wider effort to develop their organization.

Erasmus accreditation gives organizations simplified access to Key Action 1 funding every year to implement their planned mobility activities and achieve the Erasmus Plan objectives.

Interested organizations from Program Countries can apply for one of the following:

- an **individual Erasmus accreditation** only for their organization
- an Erasmus accreditation as a **mobility consortium coordinator**. Mobility consortiums are formed by at least two organizations based in the same Program Country.

When applying for Erasmus accreditation, organizations agree to follow a set of Erasmus quality standards that ensure good quality of implemented mobility activities.

How to apply

The application process is managed by the National Agency of the country where the applicant organization is established. To check if an organization can apply, visit the National Agency website.

More details about the opportunity

The Erasmus+ Program Guide is the main source of information for these opportunities; detailed information about the Erasmus accreditation award criteria, eligibility criteria, and funding rules can be found in Section B.

Vocational education and training

Organizations can send or receive apprentices and students for vocational traineeships abroad, as well as send staff for teaching or training.

Erasmus+ offers the opportunity for providers of vocational education and training (VET) and other organizations active in the field of VET to organize learning mobility activities for VET learners and staff.

For staff, activities such as job shadowing, courses, and teaching or training assignments can be organized in another organization abroad. For learners, learning periods abroad and participation in skills competitions.

In addition, the applicant organization can host teachers in training and invite experts from abroad.

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

- Short-term projects: applicant organizations can organize various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organizations trying Erasmus+ for the first time, or for those that wish to organize only a limited number of activities.
- Accredited projects: open only to organizations holding an Erasmus accreditation in the field of vocational education and training. This special funding strand allows accredited organizations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus Plan.

In addition, organizations can join the Program without submitting an application by:

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

hosting participants from another country: any organization can become a host for learners or staff coming from a partner organization abroad. Becoming a hosting organization is a valuable experience and a good way to learn more about the Program before applying yourself.

When applying for Key Action 1, organizations agree to follow a set of Erasmus quality standards that ensure good quality of implemented mobility activities.

Moreover, the participating organizations should actively promote inclusion and diversity, environmental sustainability, and digital education through their activities.

How to apply

The application process is managed by the National Agency of the country where the applicant organization is established.

School education

Schools can send and receive staff for teaching and professional development.

Erasmus+ offers the opportunity to schools and other organizations active in the field of school education to organize learning mobility activities for school pupils and staff.

For staff, activities such as job shadowing, courses and teaching assignments can be organized in another organization abroad. For pupils, the organization can organize learning periods abroad for individuals or for groups. In addition, the applicant organization can host teachers in training and invite experts from abroad.

Schools and other organizations active in the school education field can apply for funding in two ways:

-
- Short-term projects: applicant organizations can organize various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organizations trying Erasmus+ for the first time, or for those that wish to organize only a limited number of activities.
 - Accredited projects: open only to organizations holding an Erasmus accreditation in the field of school education. This special funding strand allows accredited organizations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus Plan.

In addition, organizations can join the Program without submitting an application by:

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

When applying for Key Action 1, organizations agree to follow a set of Erasmus quality standards that ensure good quality of implemented mobility activities.

Moreover, the participating organizations should actively promote inclusion and diversity, environmental sustainability, and digital education through their activities.

The application process is managed by the National Agency of the country where the applicant organization is established.

The Erasmus+ Program Guide is the main source of information for these opportunities; detailed information on the award criteria, eligibility criteria, and funding rules can be found in Section B.

Your national agency can also provide further information.

Cooperation among organizations and institutions

The cooperation among organizations and institutions is expected to result in the development, transfer and/or implementation of innovative practices at organizational, local, regional, national or European levels.

Partnerships for Cooperation

This action enables participating organizations to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality innovative deliverables. Depending on the objectives of the project, the participating organisations involved, or the expected impact, among other elements, Partnerships for Cooperation can be of different sizes and scope, and adapt their activities accordingly:

-
- Cooperation Partnerships
 - Small-scale Partnerships

Partnerships for cooperation are transnational projects designed to develop and share innovative practices and promote cooperation, peer learning, and exchanges of experiences in the fields of education, training, and youth.

Overall, partnerships for cooperation aim to address horizontal priorities as well as field specific priorities in the areas of

- higher education
- vocational education and training
- school education
- adult education
- youth
- sport

There are two kinds of Partnerships for Cooperation – Cooperation Partnerships and Small-Scale partnerships.

Cooperation Partnerships

These provide opportunities for a wide variety of public, private, and non-governmental organizations to implement a broad range of activities.

Depending on the objectives of the project, the participating organizations involved, or the expected impact, all projects (Cooperation Partnerships and Small-scale Partnerships) should be proportionally aimed at

- increasing quality in the work, activities and practices of organizations and institutions involved, opening to new actors, not naturally included within one sector
- building capacity of organizations to work transnationally and across sectors
- addressing common needs and priorities in the fields of education, training, youth and sport
- enabling transformation and change (at individual, organizational or sectoral level), leading to improvements and new approaches, in proportion to the context of each organization

Small-scale Partnerships

This is an action designed to widen access to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport. As such these partnerships should be aimed at

-
- attracting and widening access for newcomers, less experienced organizations and small-scale actors to the program. These partnerships should act as a first step for organizations into cooperation at European level
 - supporting the inclusion of target groups with fewer opportunities
 - supporting active European citizenship and bring the European dimension to a local level

Within the scope of the project's objectives, there are also opportunities for learners and staff to learn, be trained, or to teach abroad, insofar as these transnational teaching, training and learning activities contribute to the achievement of the project's objectives.

How does it work?

Participating organizations intending to apply for an opportunity must be based in a Program.

Applications must be led by an organization established in a Program Country and must involve at least **three organizations** for Cooperation Partnerships and at least **two organizations** for Small-scale Partnerships from different Program Countries. Organizations from Partner Countries can be involved as partners (not as applicants) in Cooperation Partnerships, if their participation brings an essential added value to the project.

Applications can include any number of organizations.

Applications should generally be submitted to the National Agency in the Program Country **where the applicant organization is established**.

In case of projects submitted by European NGOs or in the field of sport, the applications should be submitted to the European Education and Culture Executive Agency.

Alliances for Innovation

Alliances for Innovation aim to boost Europe's innovation capacity through stronger cooperation and knowledge flow among higher education, vocational education and training (both initial and continuous), businesses and the broader socio-economic environment, including research.

They also aim to encourage new skills and address skills mismatches by designing new curricula for higher education and vocational education and training and supporting the development of a sense of initiative and entrepreneurial mind-sets in the EU.

What is covered

Examples include:

Lot 1 (Alliances for Education and Enterprises)

- boosting innovation in higher education, vocational education and training and business

-
- developing entrepreneurship and skills
 - stimulating the flow and exchange of knowledge between higher education, vocational education and training and business

Lot 2 (Alliances for Sectoral Cooperation on Skills)

- designing pan-European strategical approaches to sectoral cooperation on skills
- designing European sector-wide core curricula and training programs

Who can apply

For both Lots

Organizations interested in participating must do so as a consortium.

Lot 1

- must cover at least 4 Program countries, involving a minimum of 8 full partners
- must include at least 3 enterprises (or companies, or representative intermediary organizations, such as chambers, trade unions or trade associations) and 3 education and training providers (VET and/or HEIs), as full partners
- should include at least one HE institution and one VET provider involved as full partner in each proposal

Lot 2

must cover at least 8 Program countries and involve at least 12 full partners

must include 5 labour market actors (enterprises or companies, or industry or sector representatives, such as chambers, trade unions or trade associations) and at least 5 education and training providers (VET and/or HEIs) as full partners

should include at least one HE institution and one VET provider involved as full partner in each proposal

Capacity building (higher education)

Capacity-building projects in the field of higher education are transnational cooperation projects, based on multilateral partnerships, primarily between higher education institutions from EU Member states or countries associated to the Program and third countries not associated to the Program.

The aim of these projects is to support eligible third countries not associated to the Program to

- modernize, internationalize, and increase access to higher education
- address the challenges facing their higher education institutions and systems
- increase cooperation with the EU
- voluntarily converge with EU development in higher education, and

-
- promote people to people contacts, intercultural awareness, and understanding.

This is carried out in the context of the policy defined by two complementary financing instruments:

- the Instrument for Pre-Accession Assistance, and
- Global Europe: Neighborhood, Development and International Cooperation Instrument (NDICI)

What is the opportunity?

Erasmus+ provides the opportunity for organizations from eligible Partner Countries, mainly higher education institutions (HEIs), to promote cooperation through actions that:

- improve the quality of higher education and its alignment with labour market needs,
- improve the level of skills in HEIs through new education programs,
- strengthen the capacity of management, governance, and innovation, as well as internationalization,
- build the capacity of national authorities to modernize their own higher education systems, and
- foster regional integration and cooperation across different regions of the world.

Capacity building projects typically focus on one of three main activities:

- curriculum development activities
- modernization of governance and management of HEIs and systems
- strengthening of relations between higher education and the wider economic and social environment

Organizations can choose from three project strands:

Strand 1: Fostering access to cooperation in higher education, which are designed to cater for newcomers to the program, less involved countries/regions, and for disadvantaged targeted groups (i.e. through modernization of management/administrative capacity, increase of the accessibility of students/staff with fewer opportunities, etc.

Strand 2: Partnerships for transformation in higher education, which aim to have a large and wider impact on innovation, university/business relations and institutional governance

Strand 3: Structural reform projects, which focus on the macro level of policy reforms required to foster internationalization and require the involvement of education authorities and ministries

How does it work?

Please consult the respective page on the Program Guide for:

- the number and profile of participating organizations
- funding rules and budget

-
- other important information on award criteria and eligibility

Erasmus Mundus Design Measures (EMDM)

Applicant profile

Any higher education institution (HEI) established in an eligible country can submit an application. The applicant may mobilize a group of other HEIs to set up a consortium. However, if selected, the grant agreement will take the form of a mono-beneficiary agreement, with the applicant being the sole beneficiary.

About Erasmus Mundus Design Measures (EMDM)

Erasmus Mundus Design Measures have been introduced in 2021. They support the design of high-level and integrated study programs, at master level. Joint programs are designed and delivered by an international partnership of HEIs. Additionally, they may involve other educational and/or non-educational partners with specific expertise and interest in the area of study.

Erasmus Mundus Design Measures encourage HEIs to develop new, innovative and highly integrated master programs by facilitating the setup of such international partnerships. EMDM aim to involve EU Member States and third countries associated to the Program (previously called Program countries), institutions, and/or thematic areas that are somehow under-represented in Erasmus Mundus.

Erasmus Mundus Design Measures and Erasmus Mundus Joint Masters (EMJM) represent two independent lots under the Erasmus Mundus action. There is no obligation to implement an EMDM before an EMJM. The award of an EMDM does not imply automatic funding under EMJM, and the completion of an EMDM project is not an award criterion for an EMJM.

Duration: 15 months

EU grant: €55,000 (lump sum)

Activities and outcomes

The beneficiary will initiate contacts and collaboration activities in view of setting up the master's program. The latter should offer a fully integrated curriculum. The international partnership of HEIs should be composed by at least three HEIs from three different countries, of which at least two must be EU Member States and third countries associated to the Program.

The master's program will include compulsory physical mobility for all recruited students and will have the ambition of recruiting excellent candidates worldwide.

By the end of the project, the involved HEIs will have agreed on the basic following joint mechanisms for the master program under development:

-
- joint procedures for student application, admission, selection, and monitoring
 - rules and procedures for student examinations and performance evaluation
 - joint program design and integrated teaching/training activities
 - common services offered to students
 - joint promotion and awareness-raising strategy
 - joint administrative and financial management by the partnership
 - a joint degree policy
 - a draft partnership agreement
 - a draft joint student agreement

Applications and more information

Erasmus Mundus in the Erasmus+ Program guide

Erasmus Mundus Joint Masters

Applicant profile

Any higher education institution (HEI) established in an eligible country can submit an application. The applicant applies on behalf of a partnership that includes other HEIs. The proposal must present a fully developed and accredited joint study program, ready to run and to be advertised worldwide, if selected.

About Erasmus Mundus Joint Masters

Erasmus Mundus Joint Masters are high-level and integrated study programs, at master level. They are designed and delivered by an international partnership of higher education institutions. An EMJM involves at least three HEIs from three different countries, of which at least two must be EU Member States and third countries associated to the Program (previously called Program Countries).

Additionally, an EMJM study program may involve other educational and/or non-educational partners with specific expertise and interest in the area of study.

The EU provides funding for both running these programs and offering competitive scholarships to the best students worldwide.

Duration: 6 academic years, covering at least 4 editions of the master's program

Grant per project: up to €5 million

EU scholarship for individuals: €1400 per month (max. 24 months)

Activities and outcomes

The fully integrated curriculum must include at least 2 study periods in 2 countries (different from the country of residence of students), of which at least one must be an EU Member States or third country associated to the Program. An EMJM enrolls excellent students worldwide.

Duration of each edition of the master: 1 to 2 academic years (60, 90 or 120 ECTS credits).

Type of degree awarded: either a joint degree (recommended) or multiple degrees.

Applications and more information

Erasmus Mundus in the Erasmus+ Program guide

Jean Monnet Actions: stimulating teaching and research on the European Union

The European Commission started the Jean Monnet Actions in 1989 to promote excellence in teaching and research in the field of European Union studies worldwide.

Since their creation, these actions have focused on higher education institutions. Around **9,000 university teachers** and more than **1,000 universities** in around **100 countries** have received financial support, enabling them to offer new content on European studies as part of their curricula. By connecting academics, researchers and policymakers, the Jean Monnet Actions have stimulated international dialogue and supported policymakers at both national and international levels.

Jean Monnet Actions run under Erasmus+ to support teaching, learning, research and debates on various aspects of the European Union.

On this page

- actions for schools and VET institutions (ISCED 1-4)
- actions for higher education institutions
- links to teaching tools and other resources

School actions

From March 2021, under the Erasmus+ program for 2021-2027, Jean Monnet Actions offer new funding opportunities for schools and vocational education and training institutions.

These aim to support teachers in primary, secondary and vocational education to inform young people and develop critical awareness about the European Union, what it stands for, how it works and what difference it makes to their daily lives. These actions cover both education and vocational training (ISCED 1 – 4).

Activities organized under this section will also create new opportunities for professional expansion regarding the European dimension of teaching at school, in particular on teaching about the European Union.

Jean Monnet Teacher Training

Applicant profile

- Higher education institutions offering teacher training
- Teacher training institutes/agencies

Those established in Erasmus+ Program Countries must hold a valid Erasmus Charter for Higher Education (ECHE).

Those in Partner countries do not require an ECHE.

Duration: 3 years

Maximum grant per teacher training: €300,000 (maximum 80% of the total costs)

What qualifies for Jean Monnet Teacher training?

A provider of Jean Monnet teacher training is a higher education institution offering teacher training or a teacher training institute or agency, who supports schools and Vocational Education and Training providers in the planning, organizing and delivering of content related to the European Union in their curricular and extra-curricular activities.

As part of their teacher training, the Jean Monnet teacher training provider ensures a better understanding of the European Union, both in general education and vocational training and strengthens knowledge and skills on teaching about EU matters. Having learnt from a Jean Monnet teacher training provider, teachers will be better equipped to deliver on EU content during their course work.

Jean Monnet teacher training can cater both to initial teacher education and to the continuous professional development of teachers.

What is expected of a Jean Monnet Teacher Training provider?

The Jean Monnet teacher training provider will offer structured training proposals on EU subjects for schools and Vocational and Educational Training providers, and deliver specific individual or group training courses (modular, residential, blended or online) for teachers interested in the EU.

This may include the design of material to:

-
- provide content and methodologies for teachers at various levels, from different backgrounds and experience;
 - allow schools and Vocational and Educational Training providers to build knowledge about the EU among their teaching staff.
 - Throughout all activities, the Jean Monnet teacher training provider will foster the confidence of teachers to integrate an EU angle in their daily work.

Deadlines and application forms: Erasmus+ Program Guide

Jean Monnet Learning EU initiatives for schools and VET providers

Schools and VET providers (ISCED 1 – 4) in all Erasmus+ programme countries. Not available for individuals.

Duration: 3 years

A Jean Monnet Learning EU initiative must be implemented for a minimum of 40 hours per school year for three consecutive years.

Maximum grant: €30,000 (representing maximum 80% of total costs).

What qualifies as a Jean Monnet EU Learning initiative?

Schools and VET providers should establish teaching of a specific EU based subject/s (values, history, how the EU works, cultural diversity – among others) in the classroom. Activities must be taught during the school year and may include project weeks, study visits, and other immersive activities.

Providers may create learning experiences themselves or with the support of higher education institutions or other relevant organizations (NGOs, Associations, etc.).

Expected outcomes

As a result of an initiative, schools and VET providers should be able to

- empower teachers to teach about the EU using engaging methods and to bring facts and knowledge about the European Union to their learners
- improve learning outcomes on EU matters
- strengthen EU literacy
- create interest in the European Union and constitute a basis to enhance participation of pupils and students in the democratic process and leave them better equipped to become active citizens

Application process

For more information about the application process, please visit

- The [Erasmus+ Program Guide](#) – for detailed information (application criteria, timelines, funds available)
- [European Education and Culture Executive Agency \(EACEA\)](#) – the actual applications are managed by the executive agency
- [National Agencies](#) – your local entry point to seek support guidelines on the application process

Jean Monnet Networks for schools and VET institutes

Schools and VET providers in all Erasmus+ program countries.

A network must be composed of at least 5 organizations from at least 3 different Erasmus+ program countries.

Not available for individuals.

Duration: 3 years

Maximum grant per Network: €300,000 (representing maximum 80% of total costs)

What qualifies as a Jean Monnet Network for schools and VET institute?

The exchange of good practices and co-teaching between schools and vocational education and training providers, across a group of countries, to facilitate a common understanding on learning methodologies about European Union matters.

This strand of the Jean Monnet Actions is set up to support activities that cannot be achieved at national level, as well as those with a multinational dimension.

What is expected of a Jean Monnet Network?

Schools/VET providers will themselves define the topics they will work on. This may include:

- new or innovative ways to approach the teaching of various EU issues, including the proposal of new methodologies and creation of tools to support learners.
- exchange of good practices and experiences of teaching EU matters, including how they confront specific challenges.
- Teachers may have mobility experiences of a few days to organize and deliver co-teaching / co-tutoring with their partners.

Deadlines and application forms

[Erasmus+ Program Guide](#)

[Step-by-step guide on the application process](#)

Higher education institutions actions

These support teaching and research in the field of European Union studies worldwide, covering the study of Europe in its entirety, with particular emphasis on the EU dimension, from an internal but also from a global perspective. The scope of EU studies can be varied as long as the EU angle is explored.

EU studies should promote active European citizenship and values and deal with the role of the EU in a globalized world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue.

Teaching and research activities at higher education institutions:

A short teaching program or course in the field of European Union studies at a higher education institution, focusing on one particular discipline or multidisciplinary in approach, and being one of the following:

- 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);
- specialized teaching on European Union developments (in particular at institutions and faculties that do already have a highly developed course offering in the field); or
- summer and intensive courses that are fully recognized.

What is expected of the higher education institution hosting a Jean Monnet Module?

Jean Monnet Modules are required to bring innovative, interesting and specific EU content to their learners; they should also disseminate and exploit the results of the organized teaching and research activities beyond the scope of the stakeholders directly involved.

Coordinators of Jean Monnet Modules are encouraged to:

- publish at least one peer reviewed article during the grant period.
- participate in dissemination and information events at national and European level.
- organize events (lectures, seminars, workshops, etc.) with policy makers at local (e.g. mayors and counsellors), regional and national level.
- disseminate the results of their activities via the organization of seminars or lectures geared and adapted to the general public and civil society representatives;
- network with other coordinators of Modules, Centers 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.

Jean Monnet Chairs

Teaching posts with a specialization in European Union studies practiced by university professors.

Jean Monnet Chairs are designed to:

- deepen teaching in EU studies embodied in the official curriculum of a higher education institution
- provide in-depth teaching on EU matters in areas increasingly in demand in the labour market.

Jean Monnet Chairs are also encouraged to provide open educational resources and involve open education activities in their work to increase the flexibility and accessibility of learning.

What is the opportunity?

Erasmus+ offers the opportunity for higher education institutions (HEIs) to host a teaching post with a specialization in EU studies for university professors.

Participating HEIs are expected to support the Chair holder in their teaching, research, and reflection activities, allowing a wide range of curricula to benefit from the courses.

How does it work?

An organization intending to apply for a permanent staff member must be a HEI established anywhere in the world. If the HEI is from a Program, it must hold a valid Erasmus Charter for Higher Education (ECHE).

Those in Partner countries do not require an ECHE. This opportunity is not available for individuals.

A Jean Monnet Chair must last for three years and must have a minimum duration of 90 teaching hours per academic year in the field of European Union Studies at the applicant Higher Education Institution by the Chairholder.

A Chair must also carry out at least one additional activity per academic year.

The 90 hours include group lectures, seminars, and tutorials, including in a distance format, but not individual instruction.

A Chair-holder must be a permanent member of staff at the applicant institution with the rank of "Professor"; they may not be a visiting Professor at the time of the application.

The maximum grant per Chair is 50,000 Euros (representing maximum 75% of the total cost of the teaching program or course).

What else should you know?

If a Chair holder needs to be replaced, a written request must be sent to the European Education and Culture Executive Agency, and the proposed replacement must have the same level of specialization as the outgoing Chair.

Jean Monnet Centres of Excellence

Pooling knowledge and competence on European Union subjects. They also play a key role in reaching out to students from faculties not normally dealing with EU studies.

Applicant profile

- Higher education institutions in any country of the world. Those established in Erasmus+ Program Countries must hold a valid Erasmus Charter for Higher Education (ECHE).
- Not available for individuals.

Duration: 3 years

Maximum grant: €100,000 (maximum 80% of the total costs of the teaching program or course)

What is a Jean Monnet Centre of Excellence and what does it do?

Jean Monnet Centres of Excellence are proposed and hosted by a higher education institution, may involve the cooperation of several faculties/departments and include also other organizations specialized in EU studies.

Jean Monnet Centres of Excellence are focal points of competence and knowledge on European Union subjects. They gather the expertise and competences of high-level experts aiming to develop synergies between the various disciplines and resources in European studies.

They play a key role in reaching out to students from faculties not normally dealing with European Union issues as well as to policy makers, the civil society, and the general public at large. They also give experts the opportunity to create joint transnational activities.

What is expected of a Jean Monnet Centre of Excellence?

Centres should

- organize and coordinate the resources of their institution related to European Union studies
- lead research activities on specific EU subjects

-
- collect, analyze and publish the most relevant results

They may support developing content on EU subjects to update and complement current curricula and keep the debate and the exchange of experiences about the EU alive.

They should become the academic reference for EU subjects and reach out to other levels of education and to the wider public.

This outreach may include

- communication and information events at European and national level
- lectures, seminars, or workshops with policy makers at local, regional and national level, as well as with civil society
- participation in specific learning exercise at school and VET level
- networking with other organizations and individuals supported by Jean Monnet Actions
- publishing their activities as open education resources

Deadlines and application forms

Erasmus+ Program Guide

Step-by-step guide on the application process

Jean Monnet Networks in Higher Education

Support to large thematic networks to bolster the policy debate.

Applicant profile

- Higher education institutions in any country of the world
- Those established in Erasmus+ Program Countries must hold a valid Erasmus Charter for Higher Education (ECHE)

Duration: 3 years

Maximum grant: €1,200,000 per network

What qualifies as a Jean Monnet Network in Higher Education?

Two types of large thematic networks can qualify:

1. **A network focusing on a specific internal EU policy topic.** Requires a minimum of 12 higher education institutions from 7 different EU Member States and non-EU countries associated with the Program

-
2. **A network focusing on foreign policy issues addressing one specific priority.** Requires a minimum of 12 higher education institutions with at least 6 participants from non-EU countries not associated with the Program and funded by EU external action instruments. The network on foreign policy issues should include the participation of relevant organizations in countries supported.

What is expected from a Jean Monnet Network in Higher Education?

- collect, share and discuss research findings, course content, experiences, products (studies, articles, etc.), among partners
- establish a tool allowing the partners to share their academic works and run peer review exercises, also commenting on documents posted
- regularly make a selection of the most innovative and interesting results to be provided to the Commission

The final aim of the thematic networks is to provide regular feedback (e.g. an online newsletter) on the most advanced and innovative practices in the field, supporting and adding value to the debate.

Sport actions

Erasmus+ actions in the field of sport promote participation in sport, physical activity, and voluntary activities.

They are designed to tackle **societal** and **sport-related** challenges. Opportunities are available for organizations under 3 Calls which address these challenges.

A specific call on Capacity Building in the field of sport is also available as of 2022. It targets EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans.

The actions

Cooperation Partnerships

Designed for organizations to develop and implement joint activities to promote (among others) sport and physical activity, as well as deal with threats to the integrity of sport (such as doping or match-fixing), promote dual careers for athletes, improve good governance, and foster tolerance and social inclusion.

About the opportunity

Cooperation Partnerships are designed to promote the creation and development of European networks in the field of sport. They aim to help sport organisations to

-
- increase quality in the work, activities and practices of organisations and institutions involved
 - build capacity of organisations to work transnationally and across sectors
 - address common needs in the field of sport
 - enable transformation and change (at individual, organisational or sectoral level)

This opportunity can include activities such as

- networking among key stakeholders
- development, identification, promotion and exchange of best practices
- preparation, development, and implementation of education and training modules and tools
- increasing the skills of multipliers
- developing monitoring and benchmarking of indicators
- raising awareness of the added value of sport and physical activity
- promoting synergies between sport, health, education, training, and youth
- improving the evidence-base for sport
- organising conferences, seminars, events and meetings

Results should be re-usable, transferable, up-scalable and, if possible, cover multiple disciplines. Projects will be expected to share their results from local to transnational levels.

Who can apply

A Cooperation Partnership includes at least 3 different organisations from 3 different Programme Countries.

Applicants

Any participating organisation established in a Programme Country can apply for a Cooperation Partnership. This organisation applies on behalf of all participating organisations involved in the project.

Other participants

Any public or private organisation, established in a Programme Country or in any Partner Country of the world can participate.

Organisations established in Programme Countries can either participate as the project coordinator or as a partner organisation.

Organisations in Partner Countries cannot participate as project coordinators but can be part of a project (the Programme Guide sets out specific conditions).

Types of organisation

Irrespective of the field impacted by the project, Cooperation Partnerships are open to any type of organisation active in any field of education, training, youth, sport or other socio-economic sectors. Organisations carrying out activities across other fields (e.g. local, regional and national authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural and sport organisations) can also take part.

Depending on the priority and the objectives addressed by the project, Cooperation Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results.

Related policies

Cooperation Partnerships are connected to the Erasmus+ programme's overall priorities as well as 4 sport-specific priorities.

Horizontal priorities in Erasmus+

- inclusion and diversity in sport
- environment and fight against climate change
- addressing digital transformation through development of digital readiness, resilience and capacity
- common values, civic engagement and participation

Sport-specific priorities

- encouraging healthy lifestyles for all
- promoting integrity and values in sport
- promoting education in and through sport
- combating violence and tackling racism, discrimination and intolerance in sport and tackling violent radicalisation

In a broader sense, Cooperation Partnerships are designed to be in line with the EU Work Plan for Sport 2021-2024 (read on EUR-Lex).

Find out more

The Erasmus+ Program Guide is the main source of information on Cooperation Partnerships. It contains all information about the priorities, award criteria, funding rules and more.

Small-scale Partnerships

For grassroots organizations, less experienced organizations and newcomers to the Program. Small-Scale Partnerships have simpler administration, smaller grants and shorter durations than Cooperation Partnerships.

About the opportunity

Small-scale Partnerships aim to reach out to grassroots organizations or those less experienced in Erasmus+. They are designed to widen access to the programme to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport. They do this by having

- lower grant amounts awarded to organizations
- shorter durations
- simpler administrative requirements
- reduced entry barriers
- flexible formats – mixing transnational and national activities – to allow smaller organizations to reach people with fewer opportunities

Small-scale Partnerships can contribute to creating and developing transnational networks and linking up local, regional, national and international policies. They also support active European citizenship and bring the European dimension to local levels.

Who can apply

Any participating organization established in a Program Country can apply for a Small-scale Partnership. This organization applies on behalf of all participating organisations involved in the project. Any public or private organization, established in a Program Country (see "Eligible Countries") can participate in the partnership.

Irrespective of the field impacted by the project, Small-scale Partnerships are open to any type of organization active in any field of education, training, youth, sport or other socio-economic sectors. Organizations carrying out activities in other fields (e.g. local, regional and national authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural and sport organizations) can also take part.

Depending on the priority and the objectives addressed by the project, Small-scale Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise.

Not-for-profit European Sport Events

Designed to encourage sporting activity, implement EU strategies for social inclusion through sport, foster volunteering in sport, fight against discrimination and encourage the participation in sport and physical activity.

About the opportunity

Erasmus+ offers support to organise not-for-profit European sport events which have a European dimension. Opportunities are provided in the fields of

- volunteering in sport
- social inclusion through sport
- fight against discrimination in sport, including gender equality
- encouraging participation in sport and physical activity

Activities covered

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

Types of events

Not-for-profit European sport events can take place either in one single country with participants from other countries (Europe-wide events) or have one event per participating country (European-local events).

The options available are the following not-for profit European Sport events

- **European-local event Type I:** from a minimum of 3 organizations coming from 3 different Programme Countries to a maximum of 5 organizations coming from 5 different Program Countries
- **European-local event Type II:** a minimum of 6 organizations coming from 6 different Program Countries
- **European-wide events:** one event with at least 10 participating organizations from at least 10 Program countries (including the applicant organisation)

Who can apply

The application must be submitted by an organization from a Program Country. Applicants can be any public body or organization, with its affiliated entities (if any), active in the field of sport.

Example organizations

- public body in charge of sport at local, regional or national level
- sport organization at local, regional, national, European or international level
- National Olympic Committee or National Sport confederation
- organization representing the 'sport for all' movement
- organization active in the field of physical activity promotion
- organization representing the active leisure sector
- organization active in the field of education, training or youth

What else you should know

You will need to choose the duration of your project when you are making your application. This can be 12 or 18 months, based on the objective of the project and on the type of activities foreseen over time.

The following sport events are not supported under this action:

Sport competitions organised by national, European or international sport federations/associations/leagues on a regular basis (National, European or World Championships) unless the financial support is requested for the organisation of side activities targeting large population.

Find out more

The Erasmus+ Program Guide is the main source of information on not-for profit European sport events. The Program Guide contains all information about the priorities, award criteria, funding rules and more.

Capacity-building in the field of sport

Capacity-building projects are international cooperation projects based on multilateral partnerships between organizations active in the field of sport in EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans. They aim to support sport activities and policies in as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

Capacity-building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of sport in Programme and Third countries not associated to the Programme.

Aims of the action

Capacity-building projects aim to

- raise the capacity of grassroots sport organizations
- encourage the practice of sport and physical activity in Third countries not associated to the Program
- promote social inclusion through sport
- promote positive values through sport (such as fair play, tolerance, team spirit)
- foster cooperation across different regions of the world through joint initiatives

Thematic areas / specific objectives

Proposals should focus on certain thematic areas defined at programming stage. Examples of particularly relevant areas are:

- promotion of common values, non-discrimination and gender equality through sport
- development of skills (through sport) needed to improve the social involvement of disadvantaged groups (e.g. independence, leadership etc.)
- integration of migrants
- post-conflict reconciliation

Who can apply

Any public or private organization, with its affiliated entity (if any), active in the field of sport, established in an EU Member State or third country associated to the Program or a third country from Region 1.

The organization applies on behalf of all participating organizations involved in the project and must be legally established and located in an EU Member State, a third country associated to the Program or a third country from Region 1.

How it works

Please see the respective page on the Programme Guide for

- rules for establishing partnerships
- submission deadlines
- funding rules and budget
- other important information on award criteria and eligibility

Opportunities from outside the EU

Organizations from countries outside the EU can take part in selected actions of the Erasmus+ program. In the context of Erasmus+, these countries are referred to as “non-associated third countries (Partner Countries)”.

If your organisation is hosted in one of the partner countries, it may be eligible to take part in one of the actions listed below.

If you would like to apply for one of these actions, please see "How to apply".

Actions

- Mobility project for higher education students and staff to/from third countries not associated to the Programme
- Mobility projects for young people ‘youth exchanges’
- Youth participation activities
- Capacity-building in the field of youth
- Erasmus Mundus actions for universities
- Erasmus Mundus programmes and scholarships for students
- Jean Monnet actions in the field of higher education (see "Higher education institution actions")
- Capacity-building in the field of higher education
- Capacity-building in the field of VET
- Capacity-building in the field of sports
- Virtual exchanges in higher education and youth - Western Balkans or other regions

Searching for a project partner

Please note that applications need to be led by an organization established in a programme country. As an organisation from outside the EU, you will therefore first need to search for a potential partner for your project. One way to do this is to search for a partner in the EU’s Participant Register.

Individual applicants

If you’re looking to apply for Erasmus+ on your own, you will most probably need to do this through an organization taking part in the programme. Examples are higher education institutions, youth organizations, associations and NGOs.

To find out how to apply, you can check with your organization, read more on taking part, or reach out to a [National Erasmus+ office](#).

FUNDING RULES APPLYING TO ALL MOBILITY ACTIVITIES IN HIGHER EDUCATION

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

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

Organizational support grant for the beneficiary (higher education institutions or consortia): The organizational support grant is a contribution to any cost incurred by the institutions in relation to activities in support of student and staff mobility, both inbound and outbound, to comply with the Erasmus Charter for Higher Education in EU Member States and third countries associated to the Programme, and with the principles of the ECHE as reflected in the inter-institutional agreements agreed in the case of institutions from third countries not associated to the Programme. For example:

- organizational arrangements with partner institutions, including visits to potential partners, to agree on the terms of the inter-institutional agreements for the selection, preparation, reception, and integration of mobile participants; and to keep these inter-institutional agreements updated.
- provide updated course catalogues for international students.
- provide information and assistance to students and staff.
- selection of students and staff.
- preparation of the learning agreements to ensure full recognition of the students' educational components; preparation and recognition of mobility agreements for staff.
- linguistic and intercultural preparation provided to both incoming and outbound students and staff, complementary to the Erasmus+ Online Language Support.
- facilitate the integration of incoming mobile participants in the HEI.
- ensure an efficient mentoring and supervision arrangements of mobile participants.
- specific arrangements to ensure the quality of student traineeships in receiving enterprises/organisations.
- ensure recognition of the educational components and related credits, issuing transcript of records and diploma supplements.
- support the reintegration of mobile participants and build on their acquired new competences for the benefit of the HEI and peers.
- implement the European Student Card Initiative (digitalisation of mobility management).
- promote environmentally friendly ways of mobility and greening of administrative procedures.
- promote and manage the participation of individuals with fewer opportunities.
- identify and promote civic engagement activities and monitor participation in such activities.
- promote and manage blended and/or international mobility.

Higher education institutions commit themselves to comply with all the principles of the Charter to ensure mobility of high quality, including these ones: "ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences" and "provide appropriate language support to incoming mobile participants ". Advantages can be taken of existing facilities within the institutions for language training. Those HEIs which would be able to provide student and staff mobility of high quality, including language support, at a lower cost (or because it is funded under other sources than EU funding) would have the possibility to transfer a share of the organisational support grant to fund more mobility activities. The grant agreement specifies the level of flexibility in this regard.

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

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

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

For mobility projects supported by external policy funds, the organizational support grant will be shared by the partners concerned on a mutually acceptable basis decided upon by the participating institutions.

Mobile participants with a zero-grant from EU Erasmus+ funds

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

Inclusion support

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

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

As regards the accompanying persons for students and staff with fewer opportunities, they are entitled to receive a contribution based on real costs.

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

Exceptional costs for expensive travel

Only participants eligible for a travel support participating in mobility projects supported by internal policy funds are eligible for exceptional costs for expensive travel:

Beneficiaries of mobility projects will be allowed to claim financial support for expensive travel costs of participants under the budget heading "exceptional costs" (80% of total eligible costs). This will be allowed provided that beneficiaries can justify that the funding rules (based on unit costs per travel distance band) do not cover at least 70% of the travel costs of participants. If awarded, the exceptional costs for expensive travel replace the travel support.

Other sources of funding

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

Grant support for the mobility of students

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

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

For mobility between EU Member States and third countries associated to the Programme and to third countries not associated to the Programme from Regions 13 and 14, the monthly amounts will be defined by the National Agencies in agreement with National Authorities, and/or the higher education institutions on the basis of objective and transparent criteria as described below. The exact amounts will be published on the websites of National Agencies and of higher education institutions.

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

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

The EU Erasmus+ individual support grant provided to students will depend on their mobility flow between the sending and receiving countries of the student, as follows:

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

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

- Medium range EU grant: a medium range, between 260 and 540 EUR per month, will apply to mobility activities towards a country of similar living costs: a) from Group 1 to Group 1, b) from Group 2 to Group 2 and c) from Group 3 to Group 3.
- Higher range EU grant: corresponds to the medium range applied by the National Agency plus at least 50 EUR and between 310 and 600 EUR per month. It applies to mobility activities towards a country of higher living costs: a) from Group 2 to Group 1 countries and b) from Group 3 to Group 1 and 2 countries.
- Lower range EU grant: corresponds to the medium range applied by the National Agency minus at least 50 EUR and between 200 and 490 EUR per month. It applies to mobility activities towards a country of lower living costs: a) Group 1 to Group 2 and 3 countries and b) from Group 2 to Group 3.

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

- the availability and the level of other sources of co-financing from private or public bodies at local, regional or national level to complement the EU grant.
- the general level of demand of students who intend to study or receive training abroad. For mobility activities between EU Member States and third countries associated to the Programme and to third countries not associated to the Programme from Regions 13 and 14, National Agencies may decide to grant flexibility to their higher education institutions by fixing ranges

instead of amounts at national level. This should be based on justified grounds, for example in countries where co-financing is available at regional or institutional level.

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

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

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

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

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

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

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

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

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

The base amount for individual support is set as follows:

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

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

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

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

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

The base amounts of individual support are set as follows:

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

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

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

Students and recent graduates with fewer opportunities receive a top-up amount to the individual support of their EU Erasmus+ grant of an amount of 100 EUR for a physical mobility

activity period of 5-14 days and 150 EUR for the one of 15-30 days. The criteria to be applied are defined at national level by the National Agencies in agreement with National Authorities.

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

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

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

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

H) Travel support

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

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

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

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

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

I) GRANT SUPPORT FOR THE MOBILITY OF STAFF

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

Budget category	Eligible costs and applicable rules	Amount		
		Travel distance	Standard travel	Green travel
Travel support	Contribution to the travel costs of participants, from their place of origin to the venue of the activity and return. Financing mechanism: contribution to unit costs. Rule of allocation: based on the travel distance per participant. The applicant must indicate the distance between the place of origin and the venue of the activity ⁴⁷ by using the distance calculator supported by the European Commission ⁴⁸ .	10 – 99 km	23 EUR	
		100 – 499 km	180 EUR	210 EUR
		500 – 1999 km	275 EUR	320 EUR
		2000 – 2999 km	360 EUR	410 EUR
		3000 – 3999 km	530 EUR	610 EUR
		4000 – 7999 km	820 EUR	
		8000 km or more	1500 EUR	
Individual support	Costs directly linked to the subsistence of participants during the activity. Financing mechanism: contribution to unit costs. Rule of allocation: based on the duration of the stay per participant (if necessary, including also one travel day before the activity and one travel day following the activity) Staff who opt for a green travel will receive up to four days of additional individual support to cover travel days for a return trip, if relevant.	Up to the 14 th day of activity: table A1.1, per day per participant from EU Member States and third countries associated to the programme or table A1.2, per day per participant from third countries not associated to the programme between the 15 th and 60 th day of activity: 70% of table A1.1, per day per participant from EU Member States and third countries associated to the programme or 70% of table A1.2, per day per participant from third countries not associated to the programme		

Table A – Individual support (amounts in euro per day)

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

- the availability and the level of other sources of co-financing from private or public bodies at local, regional or national level to complement the EU grant.

- the general level of demand of staff who intend to teach or receive training abroad. The same percentage within the range should be applied to all destination countries. It is not possible to give the same amount for all destination countries.

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

Third countries not associated to the Programme from Regions 1-12	180	Not eligible
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For mobility activities between EU Member States and third countries associated to the Programme and to third countries not associated to the Programme from Regions 13 and 14, National Agencies may decide to grant flexibility to their higher education institutions by fixing ranges instead of amounts at national level. This should be based on justified grounds, for example in countries where co-financing is available at regional or institutional level. The exact amounts will be published on the website of each National Agency and higher education institutions.

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

In all cases, higher education institutions and mobility consortia will be required to respect the following principles and criteria when defining and/or applying the EU rates within their institution:

- Once the rates have been defined by the institutions/consortia, they shall remain the same throughout the duration of the mobility project. It is not possible to decrease or increase the level of grants within the same project.
- The rates must be defined and/or applied in an objective and transparent manner, taking into account all the principles and the methodology described above (i.e. considering the mobility flow as well as the additional specific funding).
- The same level of grant must be given to all students going to the same group of countries for the same type of mobility – studies or traineeships (except for students and recent graduates with fewer opportunities or from outermost EU Member States and third countries associated to the Programme, outermost regions and OCTs).

K) BLENDED INTENSIVE PROGRAMMES

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

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

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

(iv) Funding Sources from European Security and Defence College (ESDC)

Financial and staff support for ESDC training activities.

Co-financing of activities under the auspices of the ESDC:

The budgetary limit for the support for each of the training activities is determined in accordance with the priority of the course assigned by the Member States.

Financial support for Training activities:

- i. For the residential modules of the CSDP High-Level Course and for the Senior Strategic Course on Security and Defence and. NO daily allowance will be paid for the faculty members.
- ii. For the Hostile Environment Awareness Training (HEAT) Course.
- iii. For cyber training activities at a technical level and at a nontechnical level on a case-by-case basis (pilot included);
- iv. For training activities in cluster 1 (the 25 % of types of training activities with the highest priority), CSDP Orientation Course, Pre-Deployment Training Courses, Common Module on the CSDP (based on ESDC Orientation Course curriculum) and for pilot activities approved by the Steering Committee.
- v. For training activities in cluster 2.
- vi. For training activities in cluster 3.
- vii. For common modules not linked to traditional ESDC curricula with at least 1/3 civilian participants.

Financial Support for Conferences and events

- i. For the EAB Cyber initiative to reinforce applied research.
- ii. For the Doctoral Summer School.
- iii. For Cyber ETE Workshop /Summer School and the annual CSDP Doctoral School Scientific Conference.
- iv. For ESDC Network Conference (ATEC).
- v. For the European Conference on CSDP Education and Alumni Conference.
- vi. For the International Military Academy forum (IMAF), CSDP Olympia, Annual Cyber ETTEE Conference, and the annual eLearning and Software for Education Conference (eLSE).
- vii. For the Olympiad under the EUMSSF framework;
- viii. For the European Forum (AIES-AT) and for the meetings of the EAB and EAB configuration and Steering Committee.
- ix. All courses which will take part during the COVID 19 pandemic situation are eligible for an additional EUR 500 only for measures to reduce the risk for infection (disinfection material, face-masks, COVID quick-tests, not for PCR test).

For the organization and conduct of training activities in Brussels which no network member has volunteered to host, the budget will be limited to a maximum of EUR 3.500 (for 2 activities). This can include financial support for courses or seminars conducted by the ESDC Secretariat together with the EEAS or relevant Commission services. For 2022, the training activities foreseen are 'Improving interviewing skills and the selection procedure for civilian

CSDP missions' organized with EEAS CPCC and 'CSDP Orientation Course for Press and Public Information Staff' organized with EEAS Strategic Communications. However, financial support from the training units of the institutions should first be examined.

To allow proper planning and budgeting, Member States and/or training institutes should announce in good time the courses they plan to run under the ESDC. Late announcements may result in reduced or no financial contribution owing to budgetary limitations. During the planning phase of a training event, the training institutes can check through their appointed training manager if money has been committed to the event. Commitments will be made on a first come, first served basis if the budget doesn't cover all the planned training events. Money will be allocated as funds become available throughout the year.

The following types of cost may be covered:

- coffee breaks.
- travel expenses (economic option) incurred by the course director and/or supporting staff if courses are held at a location other than his or her institute.
- travel expenses (economic option) incurred by lecturers, HLC faculty members (subject to the prior, written consent of the Head of the ESDC), experts and trainers if they do not come from one of the EU institutions or agencies.
- per diems which cover accommodation, meals, local travel and sundry expenses incurred by the course director and/or supporting staff and/or lecturers not coming from one of the EU institutions or agencies in line with the Guide to Missions and Authorised Travel (applicable to any mission/authorized travel carried out from 28th March 2018); This should not apply to activities at the home institute of the organizer. The applicable rates of the per diems must not exceed the scales detailed in Annex E;
- per diems which cover accommodation only for HLC faculty members, if they do not come from one of the EU institutions or agencies; in line with the Guide to Missions and Authorized Travel (applicable to any mission/authorized travel carried out from 28th March 2018); the applicable rates of the per diems must not exceed the scales detailed in Annex E;
- one networking event (e.g., ice-breaking event or official course dinner).
- costs of conference facilities.
- bus transport costs related to the course.
- the fees of external specialized mentors or facilitators whose services are needed to ensure that the course is conducted in its entirety (i.e., not for a single day);
 - on an exceptional, duly substantiated basis, fees of experts whose high-level competence is needed to cover specific timeslots of technical Cyber courses. These fees need to be flagged in the financial plan for the activity and require prior approval by the Head of the ESDC after advice by the Cyber ETEE platform.
- software licensing/usage for forensic analysis, network analysis, incident response/handling, malware analysis, reverse engineering, penetration testing and cyber threat intelligence etc.
- VAT: only if the requesting training institute can show that it is not tax-exempted and that it cannot recover taxes under the applicable national law.

-
- administrative support costs (e.g., printing costs, entrance fees in the context of the course topic).

The following costs cannot be reimbursed:

- any extras/tips.
- cultural/guided visits, unless it concerns a field visit in line with the learning outcomes foreseen in the curriculum of the event.
- salaries.
- lecturers'/experts' fees (except in the cases specified above).
- penalties.
- currency exchange losses.
- electronic devices, equipment, or any materials subject to registration in the inventory list of the ESDC Secretariat.
- gifts for speakers and participants.
- extra nights of accommodation in addition to those provided for the corresponding activity.
- the cost of an invoice issued to the ESDC Secretariat by a company hired by a training actor to facilitate a certain course. The invoices must be issued in the employing institution.

Procedures

The Member State/hosting institute,

- during the preparation of the course and before the course starts, shall contact the relevant training manager in the ESDC Secretariat to obtain a 'provisional agreement' on the eligibility of the costs they are planning to claim, and shall establish a written financial plan for the reimbursement request. The financial plan - Annex D, must be submitted by e-mail to the ESDC Secretariat one month before the start of the course. In the absence of a written financial plan, any commitments undertaken by the ESDC for the good conduct of the course will have priority on the request for reimbursement from the side of the training institute.
- after completion of the training activity, and as soon as possible:
 - shall submit a payment request to the ESDC Secretariat using the template letter attached (see Annex B). The requested amounts should be in EURO, using the Infor Euro converter (<https://ec.europa.eu/budget/graphs/inforeuro.html>);
 - shall ensure that the payment request includes all relevant original invoices and travel tickets (e-tickets, bank statements proving payment, boarding passes, train tickets, etc.) related to the co-financing costs.
 - shall submit to the ESDC Secretariat via e-mail scanned copies of the payment request and the relevant documents/invoices etc. The ESDC financial cell will inform the MS/hosting Institute for any possible adjustments, in order for the original documents to be sent to the ESDC via post.
 - all documents must be sent to the ESDC secretariat both in digital format by e-mail and in hard copy by email. The signatory of the payment request will inform the ESDC secretariat of the mailing and, if possible, the tracking number.

- if original invoices and original travel documents cannot be submitted, copies shall be accepted as long as each page includes an original stamp from the Member State/training institute/training provider and signed for conformity with the originals. Line 10 of the payment request will be mentioned the number of invoices and receipts in certified copies that accompany the payment request.

- the payment request should be submitted at the latest 90 calendar days after the end of the training activity AND NO LATER than 15 January of the year X + 1. Late submissions will result in no financial contribution; - shall submit to the ESDC Secretariat, together with the payment request, the evaluation report for the course in accordance with the principles established by the Executive Academic Board and the final program. This report shall include an analysis by the training provider of the main points to keep and to improve. It may be supplemented by an appreciation by the ESDC training manager. No payments shall be made if before submission of the evaluation report.

- in the event that the request includes VAT, shall submit proof that it is not tax-exempted and that it cannot recover taxes under applicable national law (line 11 of the payment request).

- procurement procedures established by the training providers may be used provided that the European Union Financial Rules and the principles of transparency and sound financial management are applied, while taking care to avoid any conflict of interest. In general, if the implementation of an action requires procurement by the training provider, the contract must be awarded to the tender offering best value for money (i.e., the tender offering the best price-quality ratio) or as appropriate to the tender offering the lowest price. The training providers should be able to justify the choice of the tenderers and shall keep sufficient and appropriate documentation regarding the procedures applied.

- If the training activity is conducted jointly by different training providers and/or different Member States, the payment request shall be forwarded by one single provider. However, payments will not exceed the budgetary limit established for this training activity.

- High-Level Course faculty members who want to make use of the possibility of co-financing their participation, will inform the Head of the ESDC and the HLC Course Director PRIOR to the start of each module. Priority will be given to those faculty members who attend all modules of the High-Level Course. Faculty members who have not obtained the agreement of the Head of the ESDC will not be entitled to reimbursement of incurred costs. Co-financing will be limited to maximum EUR 1.000 per faculty member and per module. In case of competing requests, the Head of the ESDC will seek the written advice of the Course Director.

- Following their participation in the module, the faculty members will fill in a payment request, as Annex C and send the original boarding passes (electronic or printed) and the original invoices for the flights and accommodation to the ESDC Secretariat, together with their financial information to receive the reimbursement within 90 days following the end of the module and no later than on 15 January.

The ESDC Secretariat:

- shall issue and keep up to date an overview of the training program including the courses eligible for co-financing and the budgetary limits set in line with paragraph 3 of this instruction.
- shall present this overview to the EAB and to the Steering Committee on a regular basis.
- shall pay to the Member State/training institute/training provider the duly substantiated co-financing costs within 30 days of receipt of the original payment request and original invoices and travel documents - there shall be no payments on the basis of advanced copies;
- shall not pay more than the budgetary limit established for this type of course in paragraph 3, whilst also observing the limits of per diem rates set in Annex E.
 - shall forward the evaluation report to the Executive Academic Board.
 - shall relaunch the prioritization exercise on a yearly basis, together with the preparation for the budget. To maximize the number of courses that can be supported by the ESDC training managers, the measures agreed during the ESDC Steering Committee on 30 September 2016 will be strictly applied. The agreed measures include:
 - ESDC will offer reduced support to courses organized outside Brussels.
 - No support will be given to courses in Brussels where 50% or more of participants come from just one Member State.
 - In case the request to use an EU building does not receive a positive outcome, the organizing Institute will be requested to find a solution.

Final provisions

The costs of an activity must be supported by the training actors (TA) in full and ask from the ESDC Secretariat for the reimbursement according to the ceilings specified in Annex A provisions.

The ESDC co-finances the training activities organized by the TA, does not pay their full cost. The ESDC Secretariat may not be involved in any agreement or mentioned as a financing party in a contract concluded between a TA and a company hired to facilitate a course / activity.

For exceptional situations and based on solid arguments, for example, the law of that country does not allow TA / organizing institution to receive money from outside, at the request of TA, the ESDC secretariat will make the payment in an account other than that of the institution; The account must be written in line 9 of the payment request (P.R.); In this regard, a statement specifying the articles of the law which prove the above, should be sent in advance for the consent of the Head of the ESDC.

(v) Other Sources of Financing

Other European programs and funds can finance entities and projects. Some possibilities are presented below:

- **Horizon Europe**

Horizon Europe is the EU's key funding programme for research and innovation.

It tackles climate change, helps to achieve the UN's Sustainable Development Goals and boosts the EU's competitiveness and growth.

The programme facilitates collaboration and strengthens the impact of research and innovation in developing, supporting and implementing EU policies while tackling global challenges. It supports the creation and better diffusion of excellent knowledge and technologies.

It creates jobs, fully engages the EU's talent pool, boosts economic growth, promotes industrial competitiveness and optimises investment impact within a strengthened European Research Area.

Legal entities from the EU and associated countries can participate.

- **Research Enquiry Service.**
- **CERV - Citizens Equality Rights and Values**

Citizens, Equality, Rights and Values programme consists of four strands:

(1) Union Values

To protect and promote Union values. In accordance with Article 2 of the Treaty on the European Union, '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. Those 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'.

Projects in this area will:

- focus on protecting, promoting and raising awareness on rights by providing financial support to civil society organisations active at local, regional and transnational level in promoting and cultivating these rights, thereby also strengthening the protection and promotion of Union values and the respect for the rule of law and contributing to the construction of a more democratic Union, democratic dialogue, transparency and good governance.

(2) Equality, Rights and Gender Equality

To promote rights, non-discrimination, equality, including gender equality, and advance gender and non-discrimination mainstreaming. Projects in this area will:

-
- prevent and combat inequalities and discrimination on grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation and respecting the principle of non-discrimination on the grounds provided for in Article 21 of the EU Charter.
 - promote women's full enjoyment of rights, gender equality, including work-life balance, women's empowerment and gender mainstreaming.
 - combat all forms of discrimination, racism, xenophobia, afrophobia, antisemitism, anti-gypsism, anti-muslim hatred, and other forms of intolerance, including homophobia and other forms of intolerance based on gender identity both online and offline.
 - protect and promote the rights of the child, awareness raising of children rights in judicial proceedings, capacity-building of child protection systems.
 - protect and promote the rights of persons with disabilities, for their active inclusion and full participation in society.
 - tackle the challenges related to the protection of personal data and data protection reform, as well as to support the stakeholder dialogue in this area.
 - support the efforts to enable people to exercise their rights as EU citizens and enforce free movement rights, as well as tackling the abuse of those rights.

(3) Citizens' engagement and participation

To promote citizens engagement and participation in the democratic life of the Union and exchanges between citizens of different Member States and to raise awareness of the common European history. Projects in this area will:

- remember, research and educate about defining events in recent European history, including the causes and consequences of authoritarian and totalitarian regimes, and at raising awareness among European citizens, of their common history, culture, cultural heritage and values, thereby enhancing their understanding of the Union, its origins, purpose and diversity.
- promote citizens and representative associations' participation in and contribution to the democratic and civic life of the Union by making known and publicly exchanging their views in all areas on Union action.
- promote exchanges between citizens of different countries, in particular through town-twinning and networks of towns, so as to afford them practical experience of the wealth and diversity of the common heritage of the Union and to make them aware that these constitute the foundation for a common future.

(4) Daphne

To fight violence, including gender-based violence. Projects in this area will:

- prevent and combating at all levels all forms of gender-based violence against women and girls and domestic violence, also by promoting the standards laid down in the Council of

Europe Convention on preventing and combating violence against women and domestic violence (the Istanbul Convention).

- preventing and combating all forms of violence against children, young people, as well as violence against other groups at risk, such as LGBTQI persons and persons with disabilities.
- support and protect all direct and indirect victims of such violence, such as domestic violence exerted within the family or violence in intimate relationships, including children orphaned by domestic crimes, and supporting and ensuring the same level of protection throughout the Union for victims of gender-based violence.

(5) STARTS - Science, Technology and the Arts

Science, technology and arts (STARTS for short) form a nexus at which insightful observers have identified extraordinarily high potential for innovation. And innovation is precisely what's called for if we're to master the social, ecological and economic challenges that Europe will be facing in the near future. With the S+T+ARTS initiative, the European Commission's focus is on projects and people that have the potential to make meaningful contributions to this effort.

S+T+ARTS is driven by the conviction that science and technology combined with an artistic viewpoint also open valuable perspectives for research and business, through a holistic and human-centered approach.

(6) So, You Need Money?

(<https://creativesunite.eu/synm>)

Sources and Resources

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ANNEXES:

Annex A – ESDC Template Payment Request Form (Organization of an activity)



Payment Request Form
Organisation of an activity

From	National Defence Academy, Vienna, Austria
Date	01/03/2021
To	EEAS, European Security and Defence College (ESDC), Rue d'Arlon 62, Belmont Building 10 th floor, 1000 Brussels, Belgium
1. Training activity /Date/Location	CSDP Orientation Course, activity number 19-20/3/5, held at Vienna, Austria on 07-11 February 2022
2. Number and types of participants (Member States, EU institutions, third countries and IOs, gender)	34 participants in total 17 <u>male</u> , 17 <u>female</u> ; 15 from EU MS, 15 from third countries, 4 from NATO
3. Organising Institute(s)	National Defence Academy, Vienna, Austria
4. Name(s) of Course Director and supporting staff	
5. Evaluation Report Reference Number	ESDC/2021/001 or N/A only in cases of non-courses
6. Name of ESDC Training Manager	
7. Description of input of the training provider	(Rent of the venue, 2 staff members for 16 working days, 30 notebooks, printouts and <u>stationary</u> , cleaning services)
8. Overall operational budget in Euro including costs of point 7	(<u>rough</u> <u>sassement</u> in EURO)
9. Name, address and bank account (IBAN) of the co-financing support recipient	e.g. National Defence Academy Park Straße 45, Vienna, Austria AT66 3092 0007 0220 7869

10. In case of certified copies, location and holder of the original documents	<ul style="list-style-type: none"> • All documents will be sent in original Or • National Defence Academy, Vienna, Austria; The certified copies that accompanies this payment request are: <ul style="list-style-type: none"> - 2 invoices - 2 receipts
---	--

11. Is VAT included? Please reply from the <u>drop down</u> list)	<p>'Yes. A declaration stating that our institute is not exempted from VAT is enclosed' or</p> <p>'No. Our institute is exempted from VAT'.</p>
--	--

12. Co-financing costs in line with <u>paragraph f</u> of the ESDC Administrative Instruction II/2021					
Serial number	Description/type of cost	Supplier	Number of Invoice/ date of issue	Cost in local currency	Cost in Euro
1	<i>e.g. coffee breaks</i>	<i>Name of the supplier</i>	<i>e.g. 022657 on 07/02/2021</i>		
2	<i>e.g. Costs of conference facilities: - Venue rent -</i>	<i>Name of the supplier</i>	<i>e.g. 17354 on 12/02/2021</i>		
3	<i>*Administrative support costs: (e.g. printing costs, entrance fees in the context of the course topic).</i>	<i>Name of the supplier</i>	<i>e.g. HD 1432 on 07/01/2021</i>		
4					
5					
6					
Total of co-financing support					0.00

Kindly be reminded to enclose:

1. A declaration on honour in case of a per diem request; (that per diems are paid only by the ESDC).
2. A declaration on honour in case that the boarding passes are not enclosed (that the boarding passes cannot be retrieved).
3. Only original supportive documents. If this is not possible, all supportive documents should bear a stamp of the organisation and a signature verifying that they are certified copies.

Name	
Date	
Signature	

Annex B – ESDC Template Payment Request Form for travel expenses



Payment Request Form for Travel expenses

(Chairs of ESDC EAB / EAB configurations, IG experts and PhD fellows)

From (Name, address and function)	
Date	
To	EEAS, European Security and Defence College (ESDC), Rue d'Arlon 62, Belmont Building 10 th floor, 1000 Brussels, Belgium
Meeting/ Location/ Date	<i>e.g. EAB meeting, 11 March 2022, Brussels</i>
Please provide the departure/ destination location	<i>In case the departure/destination location is different from your working/living location, please provide a price comparison of the respective itinerary.</i>
Please indicate if prior approval has been granted (Yes/No)	

Bank account (IBAN)	
------------------------	--

Co-financing costs

Serial number	Type of cost (please choose the type from the dropdown list)	Reference <u>Number</u> of Invoice/Receipt/ date of issue	Cost in local currency	Cost in Euro	Info (<u>document</u> enclosed)
1	<i>e.g. Hotel</i>	<i>3241/ABC hotel/ on 13.01.2021</i>			invoice
2	<i>e.g. Flight ticket from Athens to Brussels and vice versa</i>				Electronic flight ticket
3	<i>e.g. metro ticket from the airport</i>				document enclosed
4	<i>e.g. metro ticket from the airport</i>				document enclosed
TOTAL COSTS					

Kindly take note that copies of the boarding passes must be enclosed (screenshots are also accepted). In case that the boarding pass cannot be retrieved, please insert a respective statement. (e.g. *I hereby confirm that I cannot retrieve the boarding passes*)

I hereby confirm that the above-mentioned expenses are covered only by the ESDC.

Signature

Annex C – ESDC Template Financial Plan – Organization of an activity



Financial plan - Organisation of an activity

Training activity	National Defence Academy, Vienna, Austria <i>Activity no 19-20/3/5</i> <i>will be held during the period 07-11 February 2022, at Vienna, Austria</i>
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Course budget	e.g. 3,500 € (commitment)
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Organising Institute(s)	National Defence Academy, Vienna, Austria
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Name(s) of Course Director and supporting staff	
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Name of ESDC Training Manager	
--------------------------------------	--

Co-financing costs in line with <u>paragraph –f-</u> of the ESDC Administrative Instruction II/2021	
Description / Type of cost	Lump sum
<i>e.g. Coffee breaks</i>	300.00 €
<i>e.g. Costs of conference facilities: - Venue rent</i>	1,500.00 €
<i>e.g. Course dinner</i>	1200.00 €
<i>e.g. Administrative support costs: (e.g. printing costs, entrance fees in the context of the course topic).</i>	250.00 €
Total of co-financing support	3,500.00 €

Name	
Date	
Signature	

Annex D – ESDC Current Per Diem Rates (in 2022)



CURRENT PER DIEM RATES

These rates are valid until further notice. Per diems cover accommodation, meals, local travel within the place of mission and sundry expenses. The following must be taken into account:

- The amount of the Daily allowance will be in accordance with the Guide to Missions and authorised travel. **Meals offered or included in the cost of accommodation are deducted from the daily allowance (15% for breakfast, 25% for lunch/dinner).**
- **If breakfast is included in the room rate, the hotel ceiling is increased by 15% of the DA in order to cover its costs. Similarly a deduction of 15% will be applied to the daily allowance.**
- For the first 24 hours, daily allowances are calculated on an hourly basis (from 0 to 6 hours: 0.2 DA, from 06.01 to 12.00:0.5 DA, from 12.00 to 24.00 hours:1 DA). After 24 hours, each hour started corresponds to 1/24 DA. The duration of the mission is increased by 2 hours on the outward and return journeys (4 hours in total) for air and boat journeys and 1 hour on the outward and return trips (2 hours total) for travel by train.

EU Member States

Destination	Hotel ceiling €	Daily allowance ceiling €
Belgium	148	102
Bulgaria	135	57
Czech Republic	124	70
Denmark	173	124
Germany	128	97
Estonia	105	80
Ireland	159	108
Greece	112	82
Spain	128	88
France	180	102
Croatia	110	75
Italy	148	98
Cyprus	140	88
Latvia	116	73
Lithuania	117	69
Luxembourg	148	98
Hungary	120	64
Malta	138	88
Netherlands	166	103
Austria	132	102
Poland	116	67
Portugal	101	83
Romania	136	62
Slovenia	117	84
Slovak Republic	100	74
Finland	142	113
Sweden	187	117

For other countries: please contact the ESDC Secretariat.

Annex E – ERASMUS+ Online Learning Agreement Template (Student Mobility for Studies)



2022 Erasmus+ Grant agreement
mono-beneficiary

Erasmus+ Online Learning Agreement Student Mobility for Studies

IMPORTANT INFORMATION: For the Erasmus+ 2021-2027 programme, Learning Agreements must be managed online. Higher Education Institutions can do this by using the [Online Learning Agreement platform](#) or an equivalent system connected to the Erasmus Without Paper Network. Therefore, this template is provided by the European Commission for information purposes only and must not be used to manage Learning Agreements for studies. Please visit the Erasmus Without Paper Competence Centre for a more detailed data standard, to which all equivalent systems need to adhere. For further guidance on how to manage Online Learning Agreements – Please read the [Guidelines on how to use the Learning Agreement for studies](#).

General information

Student	Last name(s)		First name(s)		Date of birth	Nationality	Gender
	ESI		Study cycle		Field of education (ISCED)		Field of education (clarification)
Sending Institution	Name	Faculty/Department		Erasmus code	Country	Administrative contact person name; email; phone	
Receiving Institution	Name	Faculty/Department		Erasmus code	Country	Administrative contact person name; email; phone	

The level of language competence in _____ [indicate here the main language of instruction] that the student already has or agrees to acquire by the start of the study period is:
A1 A2 B1 B2 C1 C2 Native speaker

Mobility type and duration

Mobility type (select one)		Estimated duration (to be confirmed by the Receiving Institution)	
<ul style="list-style-type: none"> • Semester(s) <input type="checkbox"/> / Virtual component (only if applicable) <input type="checkbox"/> • Blended mobility with short-term physical mobility <input type="checkbox"/> • Short-term doctoral mobility <input type="checkbox"/> / Virtual component (only if applicable) <input type="checkbox"/> 		Planned period of the physical mobility: <ul style="list-style-type: none"> • from [stay (optional)/month/year] • to [stay (optional)/month/year] 	

Please note: Based on the above selection, the relevant tables will be generated in the Online Learning Agreement to describe the study programme and recognition. Only applicable tables and fields below will be visible to the student, sending and receiving institution.

Study Programme at the Receiving Institution

Mobility type: Semester(s)

Table A	Component code (if any)	Component title at the Receiving Institution (as indicated in the course catalogue)	Semester (e.g. autumn/spring; term)	Number of ECTS credits (or equivalent) to be awarded by the Receiving Institution upon successful completion
				Total: ...

Web link to the course catalogue at the Receiving Institution describing the learning outcomes: [web link to the relevant information]

Recognition at the Sending Institution

Mobility type: Semester(s)

Table B	Component code (if any)	Component title at the Sending Institution (as indicated in the course catalogue)	Semester (e.g. autumn/spring; term)	Number of ECTS credits (or equivalent) to be recognised by the Sending Institution	Automatic recognition
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
				Total: ...	Yes <input type="checkbox"/> No <input type="checkbox"/>

Provisions applying if the student does not complete successfully some educational components: [web link to the relevant information]

If applicable, description of the virtual component at Receiving Institution and recognition at the Sending Institution

Mobility type: Semester(s)

Table C	Component code (if any)	Component title or description of the Study programme at the Receiving Institution	Short description of the virtual Component (obligatory field):	Number of ECTS credits to be awarded	Automatic recognition to be awarded
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
				Total: ...	Yes <input type="checkbox"/> No <input type="checkbox"/>

Study Programme at Receiving Institution and recognition at the Sending Institution

Mobility type: Blended mobility with short-term physical mobility

	Component code (if any)	Component title or description of the mobility programme	Short description of the virtual component (obligatory field):	Number of ECTS credits to be awarded	Automatic recognition
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
				Total: ...	Yes <input type="checkbox"/> No <input type="checkbox"/>

Annex F – ERASMUS+ Study Program at Receiving Institution and Recognition at the Sending Institution



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Study Programme at Receiving Institution and recognition at the Sending Institution

Mobility type: Short-term doctoral mobility

Component code (if any)	Component title or description of the mobility programme	Short description of the virtual component (optional field):	Number of ECTS credits to be awarded	Automatic recognition
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
			Total: ...	

Commitment of the three parties

By digitally signing this document, the student, the Sending Institution and the Receiving Institution confirm that they approve the Online Learning Agreement and that they will comply with all the arrangements agreed by all parties. Sending and Receiving Institutions undertake to apply all the principles of the Erasmus Charter for Higher Education relating to mobility for studies. The Beneficiary Institution and the student should also commit to what is set out in the Erasmus+ grant agreement. The Receiving Institution confirms that the educational components listed are in line with its course catalogue or as agreed otherwise and should be available to the student. The Sending Institution commits to recognise all the credits or equivalent units gained at the Receiving Institution for the successfully completed educational components and to count them towards the student's degree. The student and the Receiving Institution will communicate to the Sending Institution any problems or changes regarding the study programme, responsible persons and/or study period.

Commitment	Name	Email	Position	Date	Digital Signature
Student			Student		
Responsible person at the Sending Institution					
Responsible person at the Receiving Institution					

Any Mobility type

Changes to the learning agreement

Mobility type: Semester(s)

Exceptional changes to Table A (to be digitally approved by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Institution)						
Table A2	Component code (if any)	Component title at the Receiving Institution (as indicated in the course catalogue)	Deleted component [tick if applicable]	Added component [tick if applicable]	Reason for change	Number of ECTS credits (or equivalent)
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	

Exceptional changes to Table B (if applicable) (to be digitally approved by the student and the responsible person in the Sending Institution)							
Table B2	Component code (if any)	Component title at the Sending Institution (as indicated in the course catalogue)	Deleted component [tick if applicable]	Added component [tick if applicable]	Reason for change	Number of ECTS credits (or equivalent)	Automatic recognition
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.		Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.		Yes <input type="checkbox"/> No <input type="checkbox"/>

Exceptional changes to Table C (if applicable) (to be digitally approved by the student and the responsible person in the Sending Institution)						
Table C2	Component code (if any)	Component title or description of the Study programme at the Receiving Institution	Short description of the virtual component (obligatory field):	Reason for change	Number of ECTS credits to be awarded	Automatic recognition
						Yes <input type="checkbox"/> No <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/>

- In case of changes to the learning agreement for mobility types: Blended mobility with short-term physical mobility or Short-term doctoral mobility, please create a new learning agreement

Annex G(1) –Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies



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Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies

The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the study period abroad and to ensure that the student will receive recognition in his/her degree for the educational components successfully completed abroad.

This template is applicable to Erasmus+ mobility for studies between EU Member States and third countries associated to the programme (KA1). Under the Erasmus+ programme 2021-2027, **higher Education Institutions must ensure the usage of digital learning agreements**. Higher education institutions have three options to implement the Online Learning Agreement:

- Higher education institutions that **already have an IT system in place to produce the Learning Agreement** can continue using it, provided all the minimum requirements listed in this document and in the [Erasmus Without Paper technical documentation](#) are met and that their IT system has been connected to the [Erasmus Without Paper Network](#). Further fields can be added if needed for internal administrative purposes but only the data indicated in the template will be transferred through the Erasmus Without Paper Network.
- Higher education institutions that **use an IT system provided or purchased from a third party provider to produce the Learning Agreement** can continue using it provided all the minimum requirements listed in this document and in the [Erasmus Without Paper technical documentation](#) are met and that their IT system has been connected to the [Erasmus Without Paper Network](#). Further fields can be added for clients for internal administrative purposes but only the data indicated in the template will be transferred through the Erasmus Without Paper Network.
- Higher education institutions **that do not have an IT system in place to produce the Learning Agreement** can use the [Online Learning Agreement](#) developed for users of the [Erasmus Without Paper Dashboard](#). This allows higher education institutions to implement the online learning agreement free of charge and to exchange data with their partners using their own IT system or an IT system provided or purchased from a third-party provider through the Erasmus Without Paper Network.

BEFORE THE MOBILITY

Administrative data

Before the mobility, it is necessary to fill in the general information data fields with information on the student, the Sending and the Receiving Institutions. The three parties have to agree on this section to be completed before the mobility. In case some administrative data is already available to the three parties the once-only principle can be applied, meaning there is no need to re-enter the data.

Following this, the student must select the type of mobility they plan to undertake and the estimated duration of their planned mobility. The student can select one of the following mobility types:

- **Semester(s)**: The student should select this mobility type if they are applying to undertake a traditional long-term study mobility abroad with a duration from 2 months (or one academic term or trimester) to 12 months. The student also has the option to add a virtual component to their study mobility before, during

Annex G(2) –Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies



2022 Erasmus+ Grant agreement
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- or after. If the student plans to add a virtual component to the mobility period, they must also select the optional virtual component as part of their mobility type.
- **Blended mobility with short-term physical mobility:** The student should select this mobility type if they are applying to undertake a short-term physical mobility abroad. When a traditional long-term study mobility abroad is not an option for a student for example, due to their study field or because they have fewer opportunities for participation, they can carry out a short-term physical mobility of 5-30 days by combining it with a compulsory virtual component.
 - **Short-term doctoral mobility:** Doctoral Candidates should select this mobility type when they are applying to undertake a short-term physical mobility of 5-30 days. If the doctoral candidate plans to add a virtual component to the mobility period, they must also select the optional virtual component as part of their mobility type.

In addition to selecting the mobility type, the learning agreement should also include the **indicative** start and end date of the agreed study programme that the student will carry out abroad. In the case of a study mobility abroad with a duration from 2 months-12 months, the indicative month/year is sufficient. Most of the general information data fields related to the student, Sending and Receiving Institutions and planned mobility will have to be reported in the Beneficiary Module by the mobility coordinator once the higher education institution has completed their internal selection procedures and awarded the mobility grants.

Based on the selection made by the student regarding the above mobility types, the relevant tables will be generated and included in the Online Learning Agreement to describe the study programme and recognition. This means **only applicable tables and fields** will be visible to the student, sending and receiving organisation.

Mobility type: Semester(s)

Educational components (Tables A and B)

The Learning Agreement must include all the educational components to be carried out by the student at the Receiving Institution (in Table A) and it must contain as well the group of educational components that will be replaced in his/her degree by the Sending Institution (in Table B) upon successful completion of the study programme abroad. It is necessary to fill in Tables A and B thoroughly before the mobility. Additional rows and columns can be added as needed. However, the two Tables A and B must be kept separated. The objective is to make clear that there is no need to have one-to-one correspondence between the components followed abroad and the ones replaced at the Sending Institution. The aim is rather that a group of learning outcomes achieved abroad replaces a group of learning outcomes at the Sending Institution.

In countries belonging to the European Higher Education Area (EHEA) an academic year of full-time study is normally made up of educational components totalling 60 ECTS credits. It is recommended that for mobility periods shorter than a full academic year, the educational components selected should equate to a roughly proportionate number of credits (or equivalent units in countries outside the EHEA). In case the student follows additional educational components beyond those required for his/her degree programme, these additional credits (or equivalent) must also be listed in the study programme outlined in Table A.

In case of thesis research/doctoral work at the receiving institution, the component "Thesis research" or "Doctoral work" will be included in Table A. If no ECTS credits are provided by the receiving institution, it is sufficient to write "not applicable" in that column. The thesis/doctoral work and the associated workload in ECTS credits will be included in Table B, if relevant for the sending institution.

Annex G(3) –Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies



2022 Erasmus+ Grant agreement
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The Sending Institution should indicate in Table B the group of educational components counting towards the student's degree that would normally be completed at the Sending Institution and which will be replaced by the Study Programme at the Receiving Institution. The total number of ECTS credits (or equivalent) in Table B should correspond to the total number of ECTS credits (or equivalent) contained in Table A. Any exception to this rule should be clearly stated in an annex of the Learning Agreement and agreed by all parties. Example of justification for a discrepancy in the total number of ECTS credits (or equivalent) between Table A and Table B: the student has already accumulated the number of credits required for his/her degree and does not need some of the credits gained abroad.

Mobility type: Semester(s) with an optional virtual component

Educational components (Table C)

If the student has chosen to add a virtual component offered by the receiving institution to their study mobility that will award ECTS credits (or equivalent), the simplified Table C should also be included in the Learning Agreement. The purpose is to give the student the possibility to enhance further the learning outcomes of the mobility period abroad by complementing the physical component with online learning, training or teamwork. When relevant, Table C must include a title or description of the educational component in addition to a short description of the nature of the virtual component e.g. online course, online cultural preparation with other exchange students or online training with a teacher. In the same table, the sending institution will indicate how the ECTS credits (or equivalent) of the added virtual component will be recognised i.e. either confirm automatic recognition or justify the reason for awarding an alternative recognition.

Mobility type: Blended mobility with short-term physical mobility

Educational components

If the student is taking part in a short-term physical mobility combined with a mandatory virtual component, the student and the sending and receiving institutions will describe the study programme and recognition of the learning outcomes using only the simplified mobility programme and recognition table which will appear when this mobility type is selected. This applies to both students organising their short-term mobilities individually and students taking part in Blended Intensive Programmes organised by groups of higher education institutions. The table will include the title of the Blended Intensive Programme or the title or description of the educational component organised for the individual student. In addition, a short description of the nature of the virtual component should be included e.g. online learning exchange and teamwork, online learning as part of a course offered in a blended learning format, online training or academic assignment with a supervisor in the receiving institution. In the same table, the sending institution will indicate how the ECTS credits (or equivalent) of the blended mobility with short-term physical component will be recognised i.e. either confirm automatic recognition or justify the reason for awarding an alternative recognition.

Annex G(4) –Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies



2022 Erasmus+ Grant agreement
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Mobility type: Short-term doctoral mobility

Educational components

If the doctoral candidate is taking part in a short-term physical mobility, the doctoral candidate and the sending and receiving institutions will describe the study programme and recognition of the learning outcomes using only the simplified mobility programme and recognition table which will appear when this mobility type is selected. The table will include the title or description of the educational component organised for the doctoral candidate e.g. participation in a seminar, workshop, thesis work or intensive course. To enhance the synergies with Horizon Europe, doctoral mobilities can also take place in the context of Horizon Europe funded research projects. If the doctoral candidate decided to add a virtual component to their mobility, a short description of the nature of the virtual component should be included in Table C e.g. online learning exchange and teamwork, participation in an online seminar or webinar, online course etc.

Practical examples of how to fill in the tables provided in the Online Learning Agreement

In table A, the student must include all the educational components to be carried out at the Receiving Institution i.e. information about the selected courses or modules as indicated in the course catalogue or other educational components such as laboratory or thesis work. The group of components can then be included in Table B as follows:

Table B	Component code (if any)	Component title at the Sending Institution (as indicated in the course catalogue)	Semester [e.g. autumn/spring; term]	Number of ECTS credits (or equivalent) to be recognised by the Sending Institution	Automatic recognition
			Course X	Autumn	6
		Module Y	Spring	10	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
		Laboratory Work	...	8	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
		Thesis research/Doctoral work	...	10 / "not applicable"	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
				Total: ...34	

In table B, the check box "Yes" for Automatic Recognition is selected by default. By maintaining this default selection, the sending institutions confirms that all credits gained abroad – as agreed in the Online Learning Agreement and confirmed by the Transcript of Records – will be transferred without delay and counted towards the students' degree without any additional work or assessment of the student. If the "No" check box is a clear justification needs to be provided and an indication on what other type of formal recognition will be applied e.g. registration in the students' diploma supplement or Europass Mobility Document.

Annex G(5) –Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies



2022 Erasmus+ Grant agreement
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The European Commission encourages institutions also to embed **mobility windows** in their curricula. Where all credits in Table A are automatically recognised as forming part of the programme at the Sending Institution, typically in the case of **mobility windows**, Table B is **simplified** and reduced to one single line, as described below:

Table B	Component code (if any)	Component title at the Sending Institution (as indicated in the course catalogue)	Semester [e.g. autumn/spring; term]	Number of ECTS credits (or equivalent) to be recognised by the Sending Institution	Automatic recognition
			Mobility Window	Autumn	30
				Total: ...30	

If the student has chosen to add an option virtual component to their mobility period, they will in addition need to fill in Table C. If the student is taking part in a short-term mobility (i.e. a blended mobility with a short term physical mobility, a Blended Intensive Programme, or a short-term doctoral mobility) **only Table C needs to be filled in** to describe the study programme at the receiving institution and recognition at the sending institution for example like this:

Table C	Component code (if any)	Component title or description of the Study programme at the Sending Institution	Short description of the virtual component (obligatory field):	Number of ECTS credits to be awarded	Automatic recognition
		Blended Intensive Programme X	Online workshop and presentation	5	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
		Doctoral work	Participation in webinar	"not applicable"	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>

The Sending Institution must foresee which provisions will apply if the student does not successfully complete some of the educational components from his study programme abroad, by providing a web link in the relevant data field.

Language competence

A recommended level in the main language of instruction has been agreed between the Sending and Receiving Institutions in their Digital Inter-Institutional Agreement. The Sending Institution is responsible for providing support to its selected candidates so that they can have the recommended language skills at the start of the study period.

The level of language competence in the main language of instruction, which the student already has or agrees to acquire by the start of the study period, has to be reported in the box provided for that purpose in the Learning Agreement for Studies or, alternatively, in the grant agreement.

In case the level of the selected student is below the recommended one when signing the Online Learning Agreement (or grant agreement), the Sending Institution and the student should agree that he/she will reach the recommended level by the start of the mobility. They should also discuss and decide the type of support to be provided to the student by the Sending or Receiving Institution. **The Erasmus+ Online Language Support (OLS)**

Annex G(6) –Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies



2022 Erasmus+ Grant agreement
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has been designed to assist Erasmus+ students in improving their knowledge of the main language of instruction, before and during their stay abroad, to ensure a better quality of learning mobility.

For mobility of 14 days or more, the student must carry out an OLS language assessment in the language of mobility, if available on OLS, before the mobility, except for native speakers and in duly justified cases. The completion of the OLS assessment before departure is a pre-requisite for the mobility. This assessment will be taken after the student is selected, before signing the Learning Agreement or, alternatively, the grant agreement. All mobility participants have the opportunity to follow courses in the language(s) of their choice, available on the OLS platform.

Signing the Online Learning Agreement

All parties must digitally sign the Online Learning Agreement before the start of the mobility. The European Commission encourages higher education institutions to avoid printing copies of the Online Learning Agreement provided that the national legislation or institutional regulations allow for only retaining digital copies of the Online Learning Agreements.

CHANGES TO THE MOBILITY

Exceptional Changes to the Study Programme

In the case of semester(s) mobility, changes to the study programme should be exceptional, as the three parties have already agreed on a group of educational components that will be taken abroad, based on the course catalogue that the Receiving Institution has committed to publish well in advance of the mobility period and to update regularly. Any party can signal the need for changes to the study programme and the student can initiate the changes within five weeks after the start of each semester. These changes should be agreed by all parties as soon as possible, within two-weeks following the request.

All changes should be indicated in Tables A2, B2 and when applicable C2, while Tables A, B and C should not be modified. All Tables (A, B, C, A2, B2 and C2) will be stored together in the relevant server for full transparency as a new version of the LA; more information about the implementation of versioning can be found in the Erasmus Without Paper technical documentation. Please refer to the glossary provided in the [Online Learning Agreement template](#) and instructions on the Online Learning Agreement system to see the list of changes that can be encoded.

Note that in the case of changes to the learning agreement for blended mobility with a short-term physical mobility or short-term doctoral mobility, the student should create a new learning agreement.

AFTER THE MOBILITY

Transcript of Records at the Receiving Institution

After the mobility, the Receiving Institution should send a Transcript of Records to the student and to the Sending Institution within a period stipulated in the Digital Inter-Institutional Agreement (normally within five weeks after publication/proclamation of the student's results at the Receiving Institution). It can be provided electronically or through any other means accessible to the student and the Sending Institution. The Transcript of Records from the Receiving Institution should refer to the educational components agreed in Table A and where applicable C, as well as in Tables A2 and C2 where applicable. Grade distribution information should be included (web link or annex). In line with the objectives of the European Student Card Initiative, Transcript of Records should eventually be

Annex G(7) –Guidelines on how to use the Erasmus+ Online Learning Agreement for Studies



2022 Erasmus+ Grant agreement
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exchanged exclusively in a digital format using a system connected to the [Erasmus Without Paper Network](#) or an option provided in the [Erasmus Without Paper Dashboard](#) when it becomes available.

The actual start and end dates of the study period should be included according to the following definitions:

The **start date** of the study period is the first day the student has been present at the Receiving Institution. For example, this could be the start date of the first course, a welcoming event organised by the Receiving Institution, an information session for students with fewer opportunities, a language and intercultural course organised either by the Receiving Institution or other organisations (if the Sending Institution considers it relevant for the mobility).

The **end date** of the study period is the last day the student had to be present at the Receiving Institution, not his actual date of departure. This is, for example, the end of exams period, courses or mandatory sitting period.

Recognition at the Sending Institution

Following the receipt of the Transcript of Records from the Receiving Institution, the Sending Institution should recognise automatically the student's academic outcomes successfully completed at the Receiving Institution. The Sending Institution should fully recognise the total number of ECTS credits (or equivalent) contained in Table B, and C when applicable, (and, if applicable, B2 and C2) or the simplified mobility programme and recognition table in case of short term mobility and count them towards the student's degree, without the need for the student to take any further courses or exams. The process should be in line with the principles of the [Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad](#).

Where applicable, the Sending Institution will convert the grades received by the student abroad, taking into account the grade distribution information from the Receiving Institution (see the methodology described in the [ECTS Users' Guide](#)). The European Commission encourages institutions to use the [EGRACONS](#) tool for this purpose.

The Sending Institution will provide a Transcript of Records to the student or record the results in a database or any other means accessible to the student, normally within five weeks after having received the transcript of the Receiving Institution. The student will be able to report on the recognition by the Sending Institution via the on-line EU survey or a complementary online survey.

Diploma Supplement: The information contained in the Transcript of Records from the Receiving Institution should also be included in the [Diploma Supplement](#) produced by the Sending Institution with the exact titles of the components that the student has followed abroad.

Annex H(1) –Erasmus+ Learning Agreement: Student Mobility for Studies



2022 Erasmus+ Grant agreement
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Erasmus+ Learning Agreement Student Mobility for Studies International Mobility

General information

Student	Last name(s)	First name(s)	Date of birth	Nationality	Gender
	ESI		Study cycle	Field of education (ISCED)	Field of education (clarification)
Sending Institution	Name	Faculty/Department	Erasmus code	Country	Administrative contact person name; email; phone
Receiving Institution	Name	Faculty/Department	City	Country	Administrative contact person name; email; phone
The level of language competence in _____ [indicate here the main language of instruction] that the student already has or agrees to acquire by the start of the study period is: A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Native speaker <input type="checkbox"/>					

Mobility type and duration

Mobility type (select one)	Estimated duration (to be confirmed by the Receiving Institution)
<ul style="list-style-type: none"> • Semester(s) <input type="checkbox"/> / Virtual component (only if applicable) <input type="checkbox"/> • Blended mobility with short-term physical mobility <input type="checkbox"/> • Short-term doctoral mobility <input type="checkbox"/> / Virtual component (only if applicable) <input type="checkbox"/> 	Planned period of the physical mobility: <ul style="list-style-type: none"> • from [day (optional)/month/year] • to [day (optional)/month/year]

Annex H(2) –Erasmus+ Learning Agreement: Student Mobility for Studies



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Study Programme at the Receiving Institution

Mobility type: Semester(s)

Table A	Component code (if any)	Component title at the Receiving Institution (as indicated in the course catalogue)	Semester [e.g. autumn/spring; term]	Number of ECTS credits (or equivalent) to be awarded by the Receiving Institution upon successful completion
	Total: ...			

Web link to the course catalogue at the Receiving Institution describing the learning outcomes: *[web link to the relevant information]*

Recognition at the Sending Institution

Mobility type: Semester(s)

Table B	Component code (if any)	Component title at the Sending Institution (as indicated in the course catalogue)	Semester [e.g. autumn/spring; term]	Number of ECTS credits (or equivalent) to be recognised by the Sending Institution	Automatic recognition
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
	Total: ...				Yes <input type="checkbox"/> No <input type="checkbox"/>

Provisions applying if the student does not complete successfully some educational components: *[web link to the relevant information]*

If applicable, description of the virtual component at Receiving Institution and recognition at the Sending Institution

Mobility type: Semester(s)

Annex H(3) –Erasmus+ Learning Agreement: Student Mobility for Studies



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Table C	Component code (if any)	Component title or description of the Study programme at the Receiving Institution	Short description of the virtual Component (obligatory field):	Number of ECTS credits to be awarded	Automatic recognition
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
				Total: ...	

Study Programme at Receiving Institution and recognition at the Sending Institution

Mobility type: Blended mobility with short-term physical mobility

	Component code (if any)	Component title or description of the mobility programme	Short description of the virtual component (obligatory field):	Number of ECTS credits to be awarded	Automatic recognition
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
				Total: ...	

Study Programme at Receiving Institution and recognition at the Sending Institution

Mobility type: Short-term doctoral mobility

	Component code (if any)	Component title or description of the mobility programme	Short description of the virtual component (optional field):	Number of ECTS credits to be awarded	Automatic recognition
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
				Total: ...	

Annex H(4) –Erasmus+ Learning Agreement: Student Mobility for Studies



2022 Erasmus+ Grant agreement
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Commitment of the three parties *Any Mobility type*

Changes to the learning agreement *Mobility type: Semester(s)*

By signing this document, the student, the Sending Institution and the Receiving Institution confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. Sending and Receiving Institutions undertake to apply all the principles of the Erasmus Charter for Higher Education relating to mobility for studies. The Beneficiary Institution and the student should also commit to what is set out in the Erasmus+ grant agreement. The Receiving Institution confirms that the educational components listed are in line with its course catalogue or as agreed otherwise and should be available to the student. The Sending Institution commits to recognise all the credits or equivalent units gained at the Receiving Institution for the successfully completed educational components and to count them towards the student's degree. The student and the Receiving Institution will communicate to the Sending Institution any problems or changes regarding the study programme, responsible persons and/or study period.

Commitment	Name	Email	Position	Date	Signature
Student			<i>Student</i>		
Responsible person at the Sending Institution					
Responsible person at the Receiving Institution					

Exceptional changes to Table A

(to be approved by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Institution)

Table A2	Component code (if any)	Component title at the Receiving Institution (as indicated in the course catalogue)	Deleted component [tick if applicable]	Added component [tick if applicable]	Reason for change	Number of ECTS credits (or equivalent)
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	

Exceptional changes to Table B (if applicable)

(to be approved by the student and the responsible person in the Sending Institution)

Table B2	Component code (if any)	Component title at the Sending Institution (as indicated in the course catalogue)	Deleted component [tick if applicable]	Added component [tick if applicable]	Reason for change	Number of ECTS credits (or equivalent)	Automatic recognition
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.		Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.		Yes <input type="checkbox"/> No <input type="checkbox"/>

Annex H(5) –Erasmus+ Learning Agreement: Student Mobility for Studies



2022 Erasmus+ Grant agreement
mono-beneficiary

Exceptional changes to Table C (if applicable) (to be approved by the student and the responsible person in the Sending Institution)						
Table C2	Component code (if any)	Component title or description of the Study programme at the Receiving Institution	Short description of the virtual component (obligatory field):	Reason for change	Number of ECTS credits to be awarded	Automatic recognition
						Yes <input type="checkbox"/> No <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/>

- In case of changes to the learning agreement for mobility types: Blended mobility with short-term physical mobility or Short-term doctoral mobility, please create a new learning agreement*

Annex I(1) –Erasmus+ Learning Agreement: Student Mobility for Traineeship



2022 Erasmus+ Grant agreement
mono-beneficiary

Higher Education:
Erasmus+
Learning Agreement form
Student's name
Academic Year 20.../20...

**Erasmus+ Learning Agreement
Student Mobility for Traineeships**

Trainee	Last name(s)	First name(s)	Date of birth	Nationality ³	Gender [Male/Female /Undefined]	Study cycle ⁴	Field of education ⁵
Sending Institution	Name	Faculty/ Department	Erasmus code ⁶ (if applicable)	Address	Country	Contact person name ⁷ ; email; phone	
Receiving Organisation/Enterprise	Name	Department	Address; website	Country	Size	Contact person ⁸ name; position; e-mail; phone	Mentor ⁹ name; position; e-mail; phone
					<input type="checkbox"/> < 250 employees <input type="checkbox"/> > 250 employees		

Before the mobility

Table A - Traineeship Programme at the Receiving Organisation/Enterprise	
Planned period of the physical component: from [month/year] to [month/year]	
If applicable, planned period of the virtual component: from [month/year] to [month/year]	
Traineeship title: ...	Number of working hours per week: ...

³ **Nationality:** Country to which the person belongs administratively and that issues the ID card and/or passport.

⁴ **Study cycle:** Short cycle (EQF level 5) / Bachelor or equivalent first cycle (EQF level 6) / Master or equivalent second cycle (EQF level 7) / Doctorate or equivalent third cycle (EQF level 8).

⁵ **Field of education:** The [ISCED-F 2013 search tool](http://ec.europa.eu/education/tools/isced-f_en.htm) available at http://ec.europa.eu/education/tools/isced-f_en.htm should be used to find the ISCED 2013 detailed field of education and training that is closest to the subject of the degree to be awarded to the trainee by the sending institution.

⁶ **Erasmus code:** a unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education (ECHE) receives. It is only applicable to higher education institutions located in EU Member States and third countries associated to the programme.

⁷ **Contact person at the Sending Institution:** a person who provides a link for administrative information and who, depending on the structure of the higher education institution, may be the departmental coordinator or will work at the international relations office or equivalent body within the institution.

⁸ **Contact person at the Receiving Organisation:** a person who can provide administrative information within the framework of Erasmus+ traineeships.

⁹ **Mentor:** the role of the mentor is to provide support, encouragement and information to the trainee on the life and experience relative to the enterprise (culture of the enterprise, informal codes and conducts, etc.). Normally, the mentor should be a different person than the supervisor.

Annex I(2) –Erasmus+ Learning Agreement: Student Mobility for Traineeship



2022 Erasmus+ Grant agreement
mono-beneficiary

Detailed programme of the traineeship (including the virtual component, if applicable):
Traineeship in digital skills¹⁰: Yes <input type="checkbox"/> No <input type="checkbox"/>
Knowledge, skills and competences to be acquired by the end of the traineeship (expected learning outcomes):
Monitoring plan:
Evaluation plan:

The level of language competence¹¹ in _____ [indicate here the main language of work] that the trainee already has or agrees to acquire by the start of the mobility period is: A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Native speaker <input type="checkbox"/>

Table B - Sending Institution	
<i>Please use only one of the following three boxes:¹²</i>	
1. The traineeship is embedded in the curriculum and upon satisfactory completion of the traineeship, the institution undertakes to:	
Award ECTS credits (or equivalent) ¹³	Give a grade based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>
Record the traineeship in the trainee's Transcript of Records and Diploma Supplement (or equivalent).	
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. The traineeship is voluntary and, upon satisfactory completion of the traineeship, the institution undertakes to:	
Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate the number of credits:
Give a grade: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate if this will be based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>

¹⁰ **Traineeship in digital skills:** any traineeship where trainees receive training and practice in at least one or more of the following activities: digital marketing (e.g. social media management, web analytics); digital graphical, mechanical or architectural design; development of apps, software, scripts, or websites; installation, maintenance and management of IT systems and networks; cybersecurity; data analytics, mining and visualisation; programming and training of robots and artificial intelligence applications. Generic customer support, order fulfilment, data entry or office tasks are not considered in this category.

¹¹ **Level of language competence:** a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

¹² **There are three different provisions for traineeships:**
 1. Traineeships embedded in the curriculum (counting towards the degree);
 2. Voluntary traineeships (not obligatory for the degree);
 3. Traineeships for recent graduates.

¹³ **ECTS credits or equivalent:** in countries where the "ECTS" system it is not in place, "ECTS" needs to be replaced in all tables by the name of the equivalent system that is used and a web link to an explanation to the system should be added.

Annex I(3) –Erasmus+ Learning Agreement: Student Mobility for Traineeship



2022 Erasmus+ Grant agreement
mono-beneficiary

Record the traineeship in the trainee's Transcript of Records: Yes <input type="checkbox"/> No <input type="checkbox"/>					
Record the traineeship in the trainee's Diploma Supplement (or equivalent).					
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>					
3. The traineeship is carried out by a recent graduate and, upon satisfactory completion of the traineeship, the institution undertakes to:					
Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate the number of credits:				
Record the traineeship in the trainee's Europass Mobility Document (<i>highly recommended</i>): Yes <input type="checkbox"/> No <input type="checkbox"/>					
Accident insurance for the trainee					
The Sending Institution will provide an accident insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes <input type="checkbox"/> No <input type="checkbox"/>	The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>				
The Sending Institution will provide a liability insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes <input type="checkbox"/> No <input type="checkbox"/>					
Table C - Receiving Organisation/Enterprise					
The Receiving Organisation/Enterprise will provide financial support to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, amount (EUR/month):				
The Receiving Organisation/Enterprise will provide a contribution in kind to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify:					
The Receiving Organisation/Enterprise will provide an accident insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>	The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>				
The Receiving Organisation/Enterprise will provide a liability insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>					
The Receiving Organisation/Enterprise will provide appropriate support and equipment to the trainee.					
Upon completion of the traineeship, the Organisation/Enterprise undertakes to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.					
By signing this document, the trainee, the Sending Institution and the Receiving Organisation/Enterprise confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. The trainee and Receiving Organisation/Enterprise will communicate to the Sending Institution any problem or changes regarding the traineeship period. The Sending Institution and the trainee should also commit to what is set out in the Erasmus+ grant agreement. The institution undertakes to respect all the principles of the Erasmus Charter for Higher Education relating to traineeships.					
Commitment	Name	Email	Position	Date	Signature
Trainee			<i>Trainee</i>		
Responsible person ¹⁴ at the Sending Institution					

¹⁴ **Responsible person at the Sending Institution:** this person is responsible for signing the Learning Agreement, amending it if needed and recognising the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement. The name and email of the Responsible person must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

Annex I(4) –Erasmus+ Learning Agreement: Student Mobility for Traineeship



2022 Erasmus+ Grant agreement
mono-beneficiary

Supervisor ¹⁵ at the Receiving Organisation			
--	--	--	--

During the Mobility

<p>Table A2 - Exceptional Changes to the Traineeship Programme at the Receiving Organisation/Enterprise (to be approved by e-mail or signature by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Organisation/Enterprise)</p> <p>Planned period of the mobility: from [month/year] till [month/year]</p> <p>If applicable, planned period(s) of the virtual mobility: from [month/year] to [month/year]</p>	
Traineeship title: ...	Number of working hours per week: ...
Detailed programme of the traineeship period (including the virtual component, if applicable):	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):	
Monitoring plan:	
Evaluation plan:	

After the Mobility

<p>Table D - Traineeship Certificate by the Receiving Organisation/Enterprise</p>	
Name of the trainee:	
Name of the Receiving Organisation/Enterprise:	
Sector of the Receiving Organisation/Enterprise:	

¹⁵ **Supervisor at the Receiving Organisation:** this person is responsible for signing the Learning Agreement, amending it if needed, supervising the trainee during the traineeship and signing the Traineeship Certificate. The name and email of the Supervisor must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

Annex I (5) –Erasmus+ Learning Agreement: Student Mobility for Traineeship



2022 Erasmus+ Grant agreement
mono-beneficiary

Address of the Receiving Organisation/Enterprise [street, city, country, phone, e-mail address], website:
Start date and end date of the complete traineeship (incl. virtual component, if applicable): from [day/month/year] to [day/month/year]
Start date and end date of physical component: from [day/month/year] to [day/month/year]
Traineeship title:
Detailed programme of the traineeship period including tasks carried out by the trainee (including the virtual component, if applicable):
Knowledge, skills (intellectual and practical) and competences acquired (achieved learning outcomes):
Evaluation of the trainee:
Date:
Name and signature of the Supervisor at the Receiving Organisation/Enterprise:



2022 Erasmus+ Grant agreement
mono-beneficiary

Guidelines on how to use the Erasmus+ Learning Agreement for Traineeships

The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the traineeship period abroad and to ensure that the trainee will receive recognition in their degree for the traineeship successfully completed abroad.

This template is applicable to Erasmus+ mobility for traineeships between EU Member States and third countries associated to the programme as well as to third countries not associated to the programme within the framework of KA131 higher education mobility action. It is recommended to use this template. However, if higher education institutions already have an IT system in place to produce the Learning Agreement or the Transcript of Records, they can continue using it, provided that all the minimum requirements listed in this document are made available. Further fields can be added, if needed (e.g. information on the coordinator of a consortium), and the format (e.g. font size and colours) can be adapted.

BEFORE THE MOBILITY

Administrative data

Before the mobility, it is necessary to fill in page 1 with information on the trainee, the Sending Institution and the Receiving Organisation/Enterprise and the three parties have to agree on the section to be completed before the mobility.

In case some administrative data is already available to the three parties, there is no need to repeat it in this template.

On page 1, most of the information related to the trainee, the Sending and Receiving Organisations will have to be encoded in the Beneficiary Module.

Traineeship Programme at the Receiving Organisation/Enterprise (Table A)

The Traineeship Programme at the Receiving Organisation/Enterprise should include the **indicative** start and end months of the agreed traineeship, the traineeship title, as well as the number of working hours per week. In case of blended mobility or blended intensive programmes, the duration of the virtual component(s) should also be indicated.

The detailed programme of the traineeship period should include the tasks/deliverables to be carried out by the trainee, with their associated timing. If applicable, the added value of the virtual component of the traineeship should be clearly described.

If the traineeship can be considered a Traineeship in digital skills¹⁶ it should be indicated by checking "yes" in the relevant field.

The Traineeship Programme should indicate which knowledge, intellectual and practical skills and competences (learning outcomes) will be acquired by the end of the traineeship, e.g. academic, analytical, communication, decision-making, ICT, innovative and creative, strategic-organisational, and foreign language skills, teamwork, initiative, adaptability, etc.

¹⁶ **Traineeship in digital skills:** any traineeship will be considered as such when one or more of the following activities are practised by the trainee: digital marketing (e.g. social media management, web analytics); digital graphical, mechanical or architectural design; development of apps, software, scripts, or websites; installation, maintenance and management of IT systems and networks; cybersecurity; data analytics, mining and visualisation; programming and training of robots and artificial intelligence applications. Generic customer support, order fulfilment, data entry or office tasks are not considered in this category.

Annex J (2) – Guidelines on How to use the Erasmus+ Learning Agreement for Traineeships



2022 Erasmus+ Grant agreement
mono-beneficiary

The monitoring plan should describe how and when the trainee will be monitored during the traineeship by the Receiving Organisation/Enterprise, the Sending Institution, and, if applicable, a third party.

The evaluation plan should describe the assessment criteria that will be used to evaluate the traineeship and the learning outcomes.

Language competence

A recommended level of language competence¹⁷ in the main language of work should be agreed with the Receiving Organisation/Enterprise to ensure a proper integration of the trainee in the Organisation/Enterprise.

The level of language competence¹⁸ in the main language of work, which the trainee already has or agrees to acquire by the start of the study period, has to be reported in the box provided for that purpose in the Learning Agreement or, alternatively, in the grant agreement. In case the level of the selected trainee is below the recommended one when signing the Learning Agreement (or, alternatively, the grant agreement), the Sending Institution and the trainee should agree that they will reach the recommended level by the start of the mobility. They should also discuss and decide on the type of support to be provided to the student by the Sending Institution (either with courses that can be funded by the Organisational Support grant or with the Erasmus+ OLS language courses, where applicable) or by the Receiving Organisation/Enterprise.

The Erasmus+ Online Language Support (OLS) has been designed to assist Erasmus+ trainees in improving their knowledge of the main language of work, before and during their stay abroad, to ensure a better quality of learning mobility.

For mobility of 14 days or more, the trainee must carry out an OLS language assessment in the language of mobility, if available on OLS, before the mobility, except for native speakers and in duly justified cases. The completion of the OLS assessment before departure is a pre-requisite for the mobility. This assessment will be taken after the trainee is selected, before signing the Learning Agreement or, alternatively, the grant agreement.

All mobility participants have the opportunity to follow courses in the language(s) of their choice, available on the OLS platform.

Sending Institution (Table B)

The Sending Institution commits to recognise the learning outcomes acquired by the trainee upon satisfactory completion of the traineeship. There are three different provisions for traineeships and Table B should be filled in accordingly:

1. Traineeships embedded in the curriculum (counting towards the degree);
2. Voluntary traineeships (not obligatory for the degree);
3. Traineeships for recent graduates.

Accident Insurance

It is highly recommended that either the Sending Institution or the Receiving Organisation/Enterprise provide insurance coverage to the trainee, and fill in the information in Table B or C accordingly. The trainee must be covered at least by an accident insurance (damages caused to the trainee at the workplace) and by a liability insurance (damages caused by the trainee at the workplace).

Receiving Organisation/Enterprise (Table C)

The Receiving Organisation/Enterprise should provide appropriate support, including mentoring, supervision and equipment, to the trainee.

The Receiving Organisation/Enterprise should also specify whether it will provide financial support and/or a contribution in kind for the trainee, on top of the Erasmus+ grant.

The Receiving Organisation/Enterprise commits to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.

¹⁷ **Level of language competence:** a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

¹⁸ **Level of language competence:** a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

Annex J (3) – Guidelines on How to use the Erasmus+ Learning Agreement for Traineeships



2022 Erasmus+ Grant agreement
mono-beneficiary

Signing the Learning Agreement

All parties must sign the Learning Agreement before the start of the mobility. It is not compulsory to circulate original paper versions of the document. Scanned copies of signatures or electronic signatures may be accepted, depending on the national legislation or institutional regulations.

DURING THE MOBILITY

Exceptional Changes to the Traineeship Programme (Table A2)

Table A2 should only be completed during the mobility if changes have to be introduced into the original Learning Agreement. In that case, Table A should be kept unchanged and changes should be described in Table A2. The two tables should be kept together in all communications.

When changes to the traineeship programme arise, they should be agreed as soon as possible with the Sending Institution.

In case the change concerns an extension of the duration of the traineeship programme abroad, the request can be made by the trainee at the latest one month before the foreseen end date.

Changes of the Responsible person(s)

In case of changes of the responsible person(s), the information below should be inserted by the Sending Institution or Receiving Organisation/Enterprise, where applicable.

Changes of the Responsible person(s)	Name	Email	Position
New Responsible person at the Sending Institution			
New Supervisor at the Receiving Organisation/Enterprise			

Confirming the Changes

All parties must approve the changes to the Learning Agreement. The European Commission would like to limit the use of paper for exchanging documents as much as possible. That is why it is accepted that information is exchanged electronically, e.g. via email, scanned or digital signatures, etc. without the need of a paper signature. However, if national legislations or institutional regulations require paper signatures, a signature box can be added where needed.

AFTER THE MOBILITY

Traineeship Certificate by the Receiving Organisation/Enterprise (Table D)

After the mobility, the Receiving Organisation/Enterprise should send a Traineeship Certificate to the trainee and Sending Institution, normally within five weeks after successful completion of the traineeship. It can be provided electronically or through any other means accessible to the trainee and the Sending Institution.

The Traineeship Certificate will contain at least the information in Table D.

The actual start and end dates of the traineeship programme should be included according to the following definitions:

- The **start date** of the traineeship period is the first day the trainee has been present (physically or virtually) at the Receiving Organisation/Enterprise to carry out their traineeship. For example, this could be the first day of work, a welcoming event organised by the Receiving Organisation/Enterprise, an information session for trainees with fewer opportunities, a language and intercultural course organised either by the Receiving Organisation/Enterprise or other organisations (if the Sending Institution considers it relevant for the mobility).
- The **end date** of the traineeship period is the last day the trainee has been present physically or virtually at the receiving Organisation/Enterprise to carry out their traineeship, not their actual date of departure.
- In case of a blended mobility any virtual component periods should also be noted separately in the certificate.

Annex J (3) – Guidelines on How to use the Erasmus+ Learning Agreement for Traineeships



2022 Erasmus+ Grant agreement
mono-beneficiary

Transcript of Records and Recognition¹⁹ at the Sending Institution

The Sending Institution should recognise the traineeship according to the provisions in Table B. If applicable, the Sending Institution should provide the Transcript of Records to the trainee or record the results in a database (or other means) accessible to the student, normally five weeks after receiving the Traineeship Certificate, without further requirements than those agreed upon before the mobility.

The Transcript of Records will contain at least the information that the Sending Institution committed to provide before the mobility in the Learning Agreement, i.e. the number of ECTS credits (or equivalent) awarded and the grade given (which can be expressed in the form of pass/fail).

Diploma Supplement

The information contained in the Traineeship Certificate from the Receiving Organisation/Enterprise should also be included in the Diploma Supplement produced by the Sending Institution (at least for Sending Institutions located in Programme Countries), except if the trainee is a recent graduate.

It is also recommended to record the traineeship in the trainee's Europass Mobility Document (if applicable), particularly in the case of recent graduates, and in any case when the Sending Institution had committed to do so before the mobility.

Annex K – Steps to fill in the Learning Agreement for Traineeships



2022 Erasmus+ Grant agreement
mono-beneficiary

Steps to fill in the Learning Agreement for Traineeships

Before the mobility

Provide **traineeship programme**.
Commitment of the three parties with original / scanned/ digital signatures.

During the mobility

If modifications **are needed**:
An agreement by the three parties on the changes is possible via email/digital signatures.

After the mobility

The Receiving Organisation/Enterprise provides a Traineeship Certificate to the trainee and Sending Institution within 5 weeks.

The Sending Institution recognises the traineeship and registers it according to the commitments made before the mobility.

Annex L (1) – Template Staff Mobility for Teaching



2022 Erasmus+ Grant agreement
mono-beneficiary

Higher Education:
Erasmus+
Mobility Agreement form
Participant's name

Erasmus+ Mobility Agreement Staff Mobility For Teaching¹

Planned period of the physical mobility: from [day/month/year] to [day/month/year]

Duration (days) – excluding travel days:

If applicable, planned period of the virtual component: from [day/month/year] to [day/month/year]

The teaching staff member

Last name (s)		First name (s)	
Seniority ²		Nationality ³	
Sex [M/F/Undefined]		Academic year	20../20..
E-mail			

The Sending Institution/Enterprise⁴

Name			
Erasmus code ⁵ (if applicable)		Faculty/Department	
Address		Country/ Country code ⁶	
Contact person name and position		Contact person e-mail / phone	
Type of enterprise:		Size of enterprise (if applicable)	<input type="checkbox"/> <250 employees <input type="checkbox"/> >250 employees

Annex L (2) – Template Staff Mobility for Teaching



2022 Erasmus+ Grant agreement
mono-beneficiary

The Receiving Institution

Name		Faculty/Department	
Erasmus code (if applicable)			
Address		Country/ Country code	
Contact person name and position		Contact person e-mail / phone	

Section to be completed BEFORE THE MOBILITY

I. PROPOSED MOBILITY PROGRAMME

Main subject field?:

Level (select the main one): Short cycle (EQF level 5) ; Bachelor or equivalent first cycle (EQF level 6) ;
Master or equivalent second cycle (EQF level 7) ; Doctoral or equivalent third cycle (EQF level 8)

Number of students at the receiving institution benefiting from the teaching programme:

Number of teaching hours:

Language of instruction:

Overall objectives of the mobility:

Added value of the mobility (in the context of the modernisation and internationalisation strategies of the institutions involved):

Annex L (3) – Template Staff Mobility for Teaching



2022 Erasmus+ Grant agreement
mono-beneficiary

Content of the teaching programme (including the virtual component, if applicable):

Expected outcomes and impact (e.g. on the professional development of the teaching staff member and on the competences of students at both institutions):

II. COMMITMENT OF THE THREE PARTIES

By signing⁸ this document, the teaching staff member, the sending institution/enterprise and the receiving institution confirm that they approve the proposed mobility agreement.

The sending higher education institution supports the staff mobility as part of its modernisation and internationalisation strategy and will recognise it as a component in any evaluation or assessment of the teaching staff member.

The teaching staff member will share his/her experience, in particular its impact on his/her professional development and on the sending higher education institution, as a source of inspiration to others.

The teaching staff member and the beneficiary institution commit to the requirements set out in the grant agreement signed between them.

The teaching staff member and the receiving institution will communicate to the sending institution/enterprise any problems or changes regarding the proposed mobility programme or mobility period.

The teaching staff member

Name: _____

Signature: _____ Date: _____

Annex L (4) – Template Staff Mobility for Teaching

erasmus+
PORTUGAL EDUCAÇÃO E FORMAÇÃO



Erasmus+

2022 Erasmus+ Grant agreement
mono-beneficiary

The sending institution/enterprise

Name of the responsible person:

Signature:

Date:

The receiving institution

Name of the responsible person:

Signature:

Date:

¹ In case the mobility combines teaching and training activities, **this template** should be used and adjusted to fit both activity types.

² **Seniority:** Junior (approx. < 10 years of experience), Intermediate (approx. > 10 and < 20 years of experience) or Senior (approx. > 20 years of experience).

³ **Nationality:** Country to which the person belongs administratively and that issues the ID card and/or passport.

⁴ All references to "**enterprise**" are only applicable to mobility for staff between EU Member States and third countries associated to the programme or within Capacity Building projects.

⁵ **Erasmus Code:** A unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education receives. It is only applicable to higher education institutions located in EU Member States and third countries associated to the programme.

⁶ **Country code:** ISO 3166-2 country codes available at: <https://www.iso.org/obp/ui/#search>.

⁷ The [ISCED-F 2013 search tool](http://ec.europa.eu/education/tools/isced-f_en.htm) (available at http://ec.europa.eu/education/tools/isced-f_en.htm) should be used to find the ISCED 2013 detailed field of education and training.

⁸ Circulating papers with original signatures is not compulsory. Scanned copies of signatures or electronic signatures may be accepted, depending on the national legislation of the country of the sending institution (in the case of mobility with third countries not associated to the programme: the national legislation of the EU Member State or third country associated to the programme). Certificates of attendance can be provided electronically or through any other means accessible to the staff member and the sending institution.

Annex M (1) – Template Staff Mobility for Training



2022 Erasmus+ Grant agreement
mono-beneficiary

**Erasmus+ Mobility Agreement
Staff Mobility For Training¹**

Planned period of the physical mobility: from [day/month/year] to [day/month/year]

Duration (days) – excluding travel days:

If applicable, planned period of the virtual component: from [day/month/year] to [day/month/year]

The Staff Member

Last name (s)		First name (s)	
Seniority ²		Nationality ³	
Sex [M/F/Undefined]		Academic year	20../20..
E-mail			

The Sending Institution

Name		Faculty/Department	
Erasmus code ⁴ (if applicable)			
Address		Country/ Country code ⁵	
Contact person name and position		Contact person e-mail / phone	

The Receiving Institution / Enterprise⁶

Name			
Erasmus code (if applicable)		Faculty/Department	
Address		Country/ Country code	

Annex M (2) – Template Staff Mobility for Training



2022 Erasmus+ Grant agreement
mono-beneficiary

Contact person, name and position		Contact person e-mail / phone	
Type of enterprise:		Size of enterprise (if applicable)	<input type="checkbox"/> <250 employees <input type="checkbox"/> >250 employees

Section to be completed BEFORE THE MOBILITY

I. PROPOSED MOBILITY PROGRAMME

Language of training:

<p>Overall objectives of the mobility:</p>
<p>Added value of the mobility (in the context of the modernisation and internationalisation strategies of the institutions involved):</p>
<p>Activities to be carried out (including the virtual component, if applicable):</p>

Annex M (3) – Template Staff Mobility for Training



2022 Erasmus+ Grant agreement
mono-beneficiary

Expected outcomes and impact (e.g. on the professional development of the staff member and on both institutions):

II. COMMITMENT OF THE THREE PARTIES

By signing⁷ this document, the staff member, the sending institution and the receiving institution/enterprise confirm that they approve the proposed mobility agreement.

The sending higher education institution supports the staff mobility as part of its modernisation and internationalisation strategy and will recognise it as a component in any evaluation or assessment of the staff member.

The staff member will share his/her experience, in particular its impact on his/her professional development and on the sending higher education institution, as a source of inspiration to others.

The staff member and the beneficiary institution commit to the requirements set out in the grant agreement signed between them.

The staff member and the receiving institution/enterprise will communicate to the sending institution any problems or changes regarding the proposed mobility programme or mobility period.

The staff member

Name:

Signature:

Date:

The sending institution/enterprise

Name of the responsible person:

Signature:

Date:

The receiving institution

Name of the responsible person:

Annex M (4) – Template Staff Mobility for Training



2022 Erasmus+ Grant agreement
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Signature:	Date:
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¹ In case the mobility combines teaching and training activities, **the mobility agreement for teaching template** should be used and adjusted to fit both activity types.

² **Seniority:** Junior (approx. < 10 years of experience), Intermediate (approx. > 10 and < 20 years of experience) or Senior (approx. > 20 years of experience).

³ **Nationality:** Country to which the person belongs administratively and that issues the ID card and/or passport.

⁴ **Erasmus code:** A unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education receives.. It is only applicable to higher education institutions located in EU Member States and third countries associated to the programme.

⁵ **Country code:** ISO 3166-2 country codes available at: <https://www.iso.org/obp/ui/#search>.

⁶ All references to "**enterprise**" are only applicable to mobility for staff between EU Member States and third countries associated to the programme or within Capacity Building projects.

⁷ Circulating papers with original signatures is not compulsory. Scanned copies of signatures or electronic signatures may be accepted, depending on the national legislation of the country of the sending institution (in the case of mobility with third countries not associated to the programme: the national legislation of the EU Member State or third country associated to the programme). Certificates of attendance can be provided electronically or through any other means accessible to the staff member and the sending institution.

