

Informal summary report from Erasmus+ seminar: Consortium coordinators – challenges and opportunities

Introduction

This report offers an informal summary of key findings from discussions during the Erasmus+ seminar “Consortium coordinators – challenges and opportunities” on 28th – 31st March 2023 in Øystese, Norway.

The objective of the seminar was to support consortium coordinators as they are building robust and successful consortiums involving pre-primary, primary and secondary educational institutions, as well as adult education providers.

Participants included representatives from consortium coordinators from 15 European countries, and National Agency staff (NA-staff) from five countries.

Working methods during the seminar included plenary presentations, workshops, and group discussions.

This informal summary report has been prepared by the NA-staff attending the seminar. The aim of the report is to present some ideas and reflections from the work during the seminar. It is not intended to give an exhausting overview of all discussions taking place. It is also important to be aware that the summary does not aim to represent a consensus from all participants attending the seminar.

A. What are the main opportunities for Erasmus+ consortium coordinators?

- Five good reasons to facilitate mobility activities through an accredited consortium

An Erasmus accreditation is a tool for organisations in vocational education and training, school education and adult education that want to open up to cross-border exchange and cooperation. Having an Erasmus accreditation confirms that the applicant has set up a plan to implement high quality mobility activities as part of a wider effort to develop their organization.

A mobility consortium is a group of organisations from the same country implementing mobility activities as part of a joint Erasmus Plan. Each mobility consortium is coordinated by a leading organization: a mobility consortium coordinator that must be accredited with an Erasmus accreditation.

To establish and coordinate an accredited consortium can be demanding, but at the same time rewarding. During the first workshops of the seminar, participants shared thoughts and ideas on opportunities for accredited consortiums. Five advantages are identified below:

1. Consortiums can create a sense of belonging and support peer learning

Through a consortium, members can get support from the coordinator and the other members. This means that both coordinator and members will not be alone in solving problems related to Erasmus+ activities. Likewise, a consortium can facilitate the sharing of experience among participating schools

or organizations. Furthermore, a consortium can develop and facilitate networks of different kinds, for example networks for sectorial specialization or networks in a local or regional context.

2. Consortiums can provide access to long-term financing for members

A consortium is accredited throughout the whole program period. An accreditation therefore offers some financial stability for the consortium members. Stability in funding facilitates the pursuit of long-term goals and can therefore help meet common needs among the consortium members.

3. Consortiums can set long-term goals for members

Through the accreditation, the consortium has identified a set of goals which applies across the partnership. An accredited consortium can therefore support a broad, strategic development of institutions. Long-term goals can in turn facilitate continuous education and upskilling of staff and learners, and a long-term view on the development of schools and organizations. Through a common effort, the potential impact from such activities can be greater than what a single school or organization can achieve on its own. A larger number of people are engaged in disseminating the project and learning outcomes.

4. Consortiums can support local and regional cooperation and improve inclusion

In a local or regional perspective, a consortium can improve the quality of education as well as local and regional educational policies. A consortium can build competences across its members, and it can support development along both thematical and geographical dimensions. Activities may as such have a greater impact on the system compared to single projects.

A consortium enables consortium members to get access to funding for Erasmus+ activities from the same source, instead of having to compete for it individually. Furthermore, it may support international activities in rural schools or schools with disadvantages of some kind, which otherwise would not have the capacity to take part in Erasmus+.

A consortium may improve the communication between schools and school management at the local or regional level. Some consortiums can also support their members through the creation of common digital tools to follow up and manage their practice.

5. Consortiums can be a steppingstone into Erasmus+ for less experienced members

A consortium is an excellent starting point for educational institutions without experience in Erasmus+. By taking part in a consortium, members can strengthen their own capacity in international cooperation in education and training. In turn, some members may eventually want to run their own Erasmus+ project or apply for their own accreditation.

B. What are the main challenges facing Erasmus+ consortium coordinators?

- Nine challenges and suggestions on how to approach them

There are several advantages of being an accredited consortium. However, the role of a coordinator requires you to take on great responsibility on behalf of the rest of the members. Transforming an Erasmus Plan into activities which hopefully will have the intended effect on the consortium, can be demanding in many ways.

During the seminar, participants discussed a variety of potential challenges for coordinators, and shared ideas on how to approach them. Below is a summary of nine typical challenges, and key points from the discussions.

It should be noted that because every consortium is different, in scope, sector and maturity, there are no one-size-fits-all solutions. The key points identified, should therefore be seen as suggestions and not final solutions.

1. Management of the Erasmus+ accreditation

During the seminar there were extensive discussions on core tasks identified in the [Erasmus+ Quality Standards for mobility projects](#). These tasks are important for the management of any consortium.

One of the most important takeaways from discussions on core tasks was the importance of creating a good consortium structure which includes all members. It was suggested to establish a working committee that supports the coordinator, and to divide members into groups with specific tasks on behalf of the consortium, for example dissemination. On the practical side, it could also be useful to have a yearly planner for the consortium.

2. Using the Erasmus Plan as a management tool

The Erasmus Plan is the foundation of the accreditation and as such the basis for the funding. The plan entails the objectives of the accreditation, target activities and management, and is therefore an important document. During the seminar, participants discussed how coordinators can ensure that all partners – old and new – are committed to the content of the Erasmus Plan and use it actively in their work.

From the discussions, it was noted that it is important to make the Erasmus plan accessible for members, for example through sharing it on a common platform. It was suggested that it could be useful to organize meetings for the consortium members, and to evaluate and monitor progress during these meetings. This can also help facilitate sharing of experiences and good practices. Other suggestions were that the coordinator can support matchmaking for mobility activities and make checklists and handbooks as part of the internal structure of the accreditation. Furthermore, it was noted that the coordinator can make use of the NA expertise when needed.

3. Lack of time and resources

“Too much to do, too little time” may be descriptive for many consortium coordinators. Many tasks must be carried out for the consortium to deliver the results they want to see, over time. However, even though time is scarce for many coordinators, it may be difficult to delegate responsibilities and tasks to members. Participants therefore discussed how the consortium can achieve that tasks and responsibilities are better shared.

First and foremost, it was noted that the consortium should create an organizational model that makes it easy to share and delegate tasks and responsibilities between members. This could include making descriptions of tasks and manuals with instructions available. Digital tools can be useful in this respect. Furthermore, it could be useful to arrange training and teaching for members on topics such as what to do before, during and after a mobility, how to use Beneficiary Module, how to evaluate outcome and assess impact, how to implement results etc. Large consortia can create sub-teams with responsibility for specific topics or tasks, such as sustainability, dissemination, or IT tools. Such teams can give recommendations to the coordinator. Two fitting phrases that were noted were the following: “Proper Planning Prevents Poor Performance” (PPPPP), and “Keep it simple”.

4. Navigating the rules and regulations

The rules and regulations for Erasmus+ can be difficult to understand. In some cases, there is a lack of clarity, leading to diverging interpretations of rules and guidelines. This leads to uncertainty both for the coordinator and the members when implementing activities.

Support from the National Agencies is one of the elements to consider when approaching this issue, and participants discussed what kind of support they would like to see. One suggestion was support through establishing national networks for applicants, and through organizing seminars and info-days. Arranging TCAs at national and international levels was seen to be helpful. Furthermore, NAs could carry out Q&A rounds and publish FAQ for both beginners and advanced consortia members at their websites. Participants would like to see NAs setting clear and common rules and guidelines for consortiums across NAs. Likewise, they would like to see guidelines presented in a more interactive way, such as flow-charts, mind maps etc. NAs could also create easy to follow to-do-lists for documents that are needed before, during and after a mobility. It was noted that it also could be useful with lists of required documents published at NA websites.

Another element to consider regarding rules and regulations of Erasmus+, is how coordinators can train the members so as to achieve a common understanding of the rules and regulations that are relevant for the implementation of mobilities. During discussions it was suggested that the coordinator visit the consortium members, arrange monthly follow-up meetings and Erasmus+ pop-up hours. The coordinator can also arrange training, facilitate discussions on rules and showcase good practice. The coordinator can also assist in making common templates for joint documents, such as learning agreements. It can also interact with the National Agency on behalf of the consortium, for example if there is need for clarification on rules etc.

5. Making the most of the funding

Although an Erasmus accreditation provides a long-term financing perspective and access to funding on an annual basis, consortia will experience that the funding they are awarded may be lower than what they have requested. This will imply that difficult decisions will have to be made in terms of prioritizing activities and may also be challenging when trying to align expectations from members given the available budget. How can coordinators ensure that the consortium uses the awarded funds in the best possible way?

When discussing this issue, participants at the seminar noted that the coordinator should keep the consortium members informed about the state of funds from the very beginning. When in doubt about priorities, it may be smart to go back and check the main objectives of the consortium to help with the prioritization. It is of course a good idea to have a good overview of available funds, and by making efforts to reduce costs to stretch the funds as much as possible. One example was to plan mobilities in the lower seasons. Another idea was to use resources from the organizational support budget for extra staff members, or co-financing by schools if possible.

Participants at the seminar also discussed in more detail how the coordinator can make a transparent and fair system for prioritizing among members and requests. It is always smart to use transparent criteria for prioritization. It was also noted that it may be an advantage to include members of the consortium in choosing principles of priorities from the start. For example, should newcomers be prioritized over experienced members, or which other criteria should the consortium apply? It could also be a good idea to ask consortium members to choose their priorities, and to plan realistically. Perhaps consortium members that plan realistically could even be rewarded by making sure they get what they ask for?

6. Cooperation and communication within the consortium

Ensuring structures that support the cooperation and communication within the consortium is an important task for the coordinator. Participants at the seminar discussed what kind of cooperation arrangements and meeting points (digital and physical) a consortium may need.

It was mentioned that regular physical meetings, such as kick-off meetings, preparatory meetings before mobilities, follow-up/impact meetings and evaluation meetings may be a good idea to arrange. A digital platform for sharing documents, arranging digital meetings, sharing good practice and promoting peer learning and dissemination was also found to be useful. Furthermore, social media can be used to share inspiration and dissemination.

7. Quality control in learning outcomes

Ensuring high quality learning outcomes from the mobility activities carried out by the consortium members requires a good knowledge of the possibilities within the accreditation, as well as good cooperation within the consortium. How can the coordinator support the dissemination of learning outcome after mobility activities?

During discussions at the seminar, it was mentioned that members of the consortium can use mobility agreements with description of expected outcome of the mobility, and there could be a common template for this within the consortium. Platforms such as European School Education Platforms for sharing were mentioned as an idea. Furthermore, in terms of dissemination and promotion, it was suggested to arrange presentations at school after completion of activities, and to use opportunities to share information through intranet, school website, newsletter etc. Storytelling was mentioned as an effective technique in communication strategies.

8. Finding partners

Mobility activities require the consortium to have partners who may receive participants. Participants discussed what they as coordinators can do to ensure reliable hosting partners for members of the consortium. One suggestion was to inform the members about the benefits of exchanges instead of one-way mobilities, in order to build solid partnerships. They can arrange preparatory visits and recommend courses and training, TCAs and so on for teachers as a place to meet partners. TCAs are also a good way for coordinators to establish new connections. There are also creative ways of expanding networks, such as contacting local companies and using their partners, clients etc. abroad. It could also be useful to be aware of the map of coordinators of consortia which is available by searching and applying the relevant filters on [Project Results Platform](#).

9. Making efficient use of IT-tools for management and reporting

The European Commission has provided IT tools supporting the reporting requirements of Erasmus+ projects. There have been many challenges with these IT tools since the beginning of the program period. This causes both problems and frustration for many participants and adds on to the workload for the consortium coordinator. However, the Beneficiary Module could also be supplemented with other supporting IT tools and systems to strengthen the management of the accreditation. During the seminar there were discussions on what supporting IT tools and systems coordinators have or would like to develop to strengthen the management of the consortium. A range of systems were mentioned, such as Padlet, Microsoft Teams, Email, Whatsapp etc. for communication, forms and Google forms, Excel, Power point. The same goes for platforms such as European School Education Platform and Twinspace. Participants also noted the importance of having a well-functioning Beneficiary Module.

C. How to share tasks and responsibilities in a consortium?

- Thirteen tasks to consider when leading a consortium

The role of the consortium coordinator can be understood as being two-fold; the coordinator is both an organizational manager, offering support to members, but also a manager working towards ensuring good quality of the activities implemented and the overall impact of the accreditation. The coordinator has the overall ownership of the accreditation and the Erasmus Plan. At the same time the coordinator should be an initiator and promoter to share this ownership, as well as to facilitate for members and other key people to engage and take responsibility. This could make it easier for the consortium to reach their goals.

During the seminar, participants worked on core tasks from the Erasmus Quality Standards. The main aim was to discuss the delegation of responsibilities and tasks between the coordinator and the consortium members. The main impression is that most core tasks have aspects that could be divided between coordinator and members. However, key words for the coordinator are overall supervision and control, as well as facilitating ways for members to contribute and manage their tasks in the best way. Key words for members are to work effectively and qualitatively with activities on local level, as well as providing coordinator and other members with valuable input and feedback.

Below is a summary of thirteen core tasks that the groups discussed. It is important to mention that not all tasks were discussed, so the list is not exhaustive. In the same way as other areas discussed in the TCA, different consortia will approach this matter in different ways, considering its size, scope and organization. This was highlighted in the discussions and is also reflected in the summary below.

1. Reporting in Beneficiary Module

The results of the discussions show that this core task is perceived as being mainly a responsibility for the coordinator, as the coordinator is ultimately responsible for the functioning of the consortium, its organization, its finances and how these finances are used and reported and documented to the NA. The role of the members on this core task is to make sure that participants fill in the participant reports. If, however, members are given editing rights in Beneficiary Module, the supervision and support from the coordinator is mandatory. It could be seen upon as a potential risk that only one person (the coordinator) is responsible for reporting, and this risk should be mitigated. It is also highlighted that the platform could be simplified, for example by adding a copy-function to reduce the workload of the coordinator.

2. Practical travel arrangements, health and safety arrangements

The results of the discussions show that this core task is perceived as being mainly the responsibility of the members with supervision from the coordinator. The members should book travel and accommodation and ensure emergency plans, insurance and other requirements for their own groups. The exceptions mentioned from this delegation of responsibility are very small consortiums, or if the mobility activity consists of a group of participants across members.

3. Facilitate for exchange of experience and capacity building in the organization

The participants have discussed that this core task has several aspects that could be divided between the coordinator and the members. The coordinator could create step-by-step guidelines to be distributed among the members and facilitate joint conferences and meetings for the members to discuss their experiences and knowledge. Also, the coordinator could facilitate the use of websites and social media, as well as creating opportunities for members to disseminate their experiences at a

wider/regional level. The members on the other hand, could be responsible for creating dissemination events at local/organizational level, use their own websites and social media and organize meetings among staff to build capacity and share good practices and challenges.

4. Finances

In the group discussions, the area of finances was perceived in most cases as a responsibility for the coordinator, considering that the coordinator is the beneficiary who will report on the finances and is responsible at the end. The coordinator should control the finances, secure eligibility of expenses and keep a balance within the consortium. Also, the coordinator needs to do the budget planning in order to make the annual budget requests, predict the needed money for each mobility activity, as well as prioritizing mobilities if the budget request is not fully fulfilled from the NA. Nevertheless, discussions on finances and priority of activities should involve the members. If the members are given responsibility to manage their share of the budget, the coordinator must give clear rules for spending, distribution of tasks and collect documentation.

5. Selection of participants

This core task was primarily perceived to be a joint responsibility where tasks should be divided. The coordinator should give the members clear guidelines for selection and ensure an inclusive approach. These guidelines could be based on discussion between the coordinator and the members. The coordinator could in some cases act as a “selection committee” or in other ways be involved in the selection to ensure fair and transparent processes. However, the final decision should be at school level. The schools/leadership knows their organization, students and staff best and should consider the appropriate selection mechanisms; questionnaires, applications, involve parents etc. The leadership at member level should ensure fair, inclusive and transparent criteria and communicate these within the organization.

6. Evaluation of learning outcomes

In the group discussions, the area of evaluation of learning outcomes was perceived in most cases as a responsibility for the members. The members should evaluate the learning outcomes on the individual level and on the organizational level using different evaluation methods like group evaluation, individual feedback, PDCA-cycle etc. The members could reflect the impact of the mobilities in a report or other document to be made available for the coordinator for the reporting. The coordinator should facilitate for the reports on learning outcomes and impact to be disseminated in the consortium, as well as ensuring these to be collected for evaluation of the impact of the Erasmus Plan as a whole.

7. Management of partner/hosting institutions

The responsibility within this core task is obviously something that should be shared between the coordinator and the members. The coordinator should support the members in finding partners and may set up criteria for partners, as well as to register them in Beneficiary Module. The coordinator should ensure eligibility and quality of the partners and may have a list/portfolio of partners to share with members if needed. In case of incoming mobilities, the coordinator could coordinate this. The member’s responsibility is perceived to be differentiated, according to the member’s experience and expertise. Some members could manage this task themselves, while others need more support. Altogether, both coordinator and members should engage by giving feedback on partners they have used, use their personal contacts or previous partners to attract new cooperations, facilitate for preparatory visits and work together with the partners to agree on activities and learning outcomes. Nevertheless, the members should be the main contact point with the partner concerning the specific mobility activities planned.

8. Preparation of participants

The preparation of participants seems to be viewed as a task for both coordinator and members. The coordinator could arrange kick-off meetings for experienced members and newcomers to share experiences on how to prepare participants. The coordinator could do briefings on important aspects of preparation (psychological, cultural, pedagogical, professional skills) and also organizational aspects. This could also be done through a written guide with a course to follow, in order to implement the guide between the members. The members should, based on briefings/guidelines from the coordinator, prepare the participants through making learning agreements, do language preparations, prepare participants on practicalities, rules, local customs and culture, as well as arranging meeting points (digital) with host school and host families.

9. Gathering and using participants' feedback

The gathering and use of participants' feedback also seems to be viewed upon as a task for both coordinator and members. The coordinator should create a system or framework to collect the feedback on consortium level in order to process and analyze the input. The feedback should be used to improve quality of mobilities and evaluation of the partners, as well as for communication and promotion purposes. The members, on their hand, are responsible for collecting the feedback, using it on a local level, and making it available for the coordinator. The members should also use recommendations from the coordinator to improve the quality of future projects and mobilities locally.

10. Collect, publish and disseminate project results

The responsibility of this task also seems to be considered as divided, based on activities on local/school level and regional/public level. The coordinator should collect, publish and disseminate results on a wider level and to stakeholders through newsletters, webinars and networking events. The coordinator could also use the collected project results to evaluate the overall impact and also inspire new members. The process of collecting project results could be done through a Google Form or other tool. In the same way, the members are responsible for collecting results and disseminating them on a local level. The members should use the results to raise awareness and perhaps create an "Erasmus-identity" in the organization. In cases where the results are considered not good, the coordinator should schedule a meeting with the member(s), to rethink and improve further mobility activities.

11. Integration of results of mobility activities in the organization

This task seems also to depend on the level of integration. The members should integrate results in their own organization and should be encouraged to (re)define an internationalization strategy and assess the impact on learning of the students, the career development of staff and the development of the organization. However, the coordinator should support and control these processes as well as gathering the results for the final report. As a part of supporting these processes, the coordinator could organize meetings for sharing experience and respond to questions of general interest.

12. Evaluation of accreditation impact

The overall evaluation of the impact of the accreditation and the Erasmus Plan should be the main responsibility of the coordinator with participation from the members. The coordinator needs to have the "global picture" on several levels and make sure to collect data and information from the members. Looking at the overall objectives of the accreditation, the coordinator should compile and analyze impact reported from the members as well as to facilitate platforms to share successful experiences and projects. The coordinator should also advise members as to the concept of impact and ways of monitoring and measuring it. At the same time, the members should evaluate and

document the impact on their own organization and local community, reflecting the goals in the Erasmus Plan, and make this available to the coordinator.

13. Prioritize mobility requests

If there is a need to prioritize between members' mobility requests, it is perceived as the responsibility of the coordinator to mediate between priorities and members, between strategies and needs. The coordinator could establish general guidelines for priorities, or in other ways have transparent methods to come to agreement with the members. The members should make their own priorities based on eventual guidelines in the consortium, and in any way work together with the coordinator and other members to find solutions and agreements.

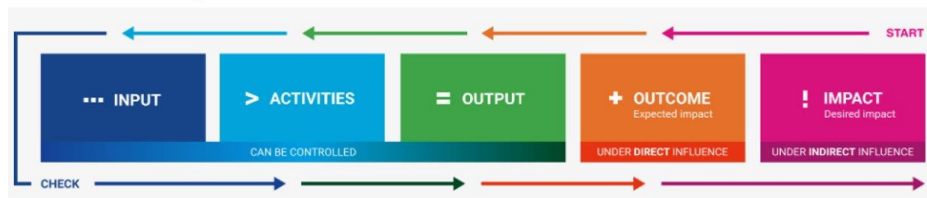
D. How can we know if we are reaching our objectives in the Erasmus Plan?

- Two suggested tools for monitoring the progress

The Erasmus Plan is the overall framework of the accreditation and points out the direction of the desired impact of the activities and the mobilities that will be implemented.

During the seminar, **Impact Tool** and **Impact+ Exercise** were presented as tools that can be used in the continuous work on evaluating the impact of the accreditation. By using a tool continuously, the consortium can be kept aware of the desired outcomes and impact, and also possibly make adjustments if needed. These tools, with several resources included, can be found by clicking the following links.

[Impact Tool - Erasmusplus.nl](https://www.erasmusplus.nl)



[Impact+ Exercise](#)



E. How to promote inclusion and diversity in Erasmus+?

- One table with several ideas

Inclusion and diversity are essential priorities in Erasmus+. The program seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organizations and the

participants with fewer opportunities themselves are at the heart of these objectives. With these priorities in mind, Erasmus+ offers both funding mechanisms and resources. Organizations should have an inclusive approach when designing their projects and activities, making them accessible to a diverse range of participants and institutions.

Erasmus quality standards are a common set of standards that all organizations that implement mobility activities must adhere to. The standards exist to ensure good mobility experience and learning outcomes for all participants, and to make sure that all organizations receiving funding from Erasmus+, are contributing to the objectives of the program. “Inclusion and diversity” are one of four basic principles of the quality standards.

During the seminar, there was a workshop on inclusion and diversity issues related to the Erasmus quality standards. The outputs from these discussions, such as ideas and suggestions, are presented in a table on the next page.

INCLUSION & DIVERSITY ISSUES RELATED TO QUALITY STANDARDS

Quality standards	Issues	Suggestions
Basic principles: the beneficiary should make maximum use of the tools and funding provided by the Programme for this purpose	Difficulties to identify students with fewer opportunities <ul style="list-style-type: none"> Do we really know who is disadvantaged? Should we know who is disadvantaged, taking into account General Data Protection Regulation (GDPR) 	Spread awareness among students and teachers: explain they can go, because we have extra funding to cover specific needs. During sessions, 1 to 1 with counselor (class teacher) or coach: discuss and ask: "Why didn't you apply for Erasmus mobility?" "Is there anything preventing you to apply"
	It is difficult to estimate at application stage	Request additional costs
	Extra support: <ul style="list-style-type: none"> 100€ unit cost for organisations 	100€ covers: <ul style="list-style-type: none"> Extra hours of work Costs for promotion and awareness Visit families and convince them it is OK to send their child
	<ul style="list-style-type: none"> Participant's real costs 	<ul style="list-style-type: none"> Easy to manage
	Evaluate measures after 1 st year implementing mobilities	Measuring: <ul style="list-style-type: none"> Did we make it possible? Yes/No Did we reach our estimated numbers in application?

		⇒ reflect and learn with regards to new project application, lessons learnt.
	Funding: <ul style="list-style-type: none"> • Funding for participants with special needs - Group mobilities	- Fewer issues as group mobilities include an accompanying person
	- ? for long-term mobilities <ul style="list-style-type: none"> • Funding for organisations: How to make the funding more inclusive for accredited organisations 	- Special transport - Special individual support - Money for suitcase - (Visa costs/passport costs/vaccination => not relevant for inclusion, these costs are financed with Exceptional costs) Adapt the funding at 2 levels: - Consortium coordinator: if not experienced: more money - Consortium members: if not experienced, they should get more money
	IT Tools need to be inclusive	In the future, they should be more state-of-the-art to both participating persons and organisations
	Good planning and control of the money in order to implement fully the total amount of the funding	

	<p>How to include “fewer opportunities” approach in the project:</p> <p><u>At students’ level:</u></p> <p><u>At teachers’ level:</u></p>	<p>Send to the same company/hotel group of 4 students out of which 1 has disability, informing the hosting company beforehand: the 3 students have to support the students with special needs during work time and spare time.</p> <p>Indirectly the teachers are learning about special needs when they undertake a job-shadowing to a special needs school or when they take a course on the subject: it will increase their self-confidence and knowledge about the best for the child.</p>
<p>Basic principles: the beneficiary organisations must ensure fair and equal conditions for all participants</p>	<p>We experience that the good will is there, but we also need to discuss and find out how to do proceed in everyday work</p>	<ul style="list-style-type: none"> - Call open to all schools and students - Consortium coordinator visits all schools to see that everybody is informed and delivers posters - Talk to school leaders to remind them of including and encouraging pupils from less fortunate families
	<p>New organisations</p>	<p>Mentorship</p>
	<p>Proactive flexibility</p>	<p>Foresee some back-up</p> <p>Ask all consortium members when they apply about possible fewer opportunities participants</p>
	<p>Apply 4 principles</p>	<ul style="list-style-type: none"> - Clear and public criteria for the selection of participants - Categorise the selection criteria in a way to give opportunities to everybody

		<ul style="list-style-type: none"> - Give similar opportunities in terms of hosting institutions - Recognition of learning outcomes of everybody
	Definition of socially disadvantaged /fewer opportunities	<ul style="list-style-type: none"> - Identify individuals in the consortium based on the definition - Prepare the mobilities accordingly
	Promote awareness on the definition of “fewer opportunities” to be applied	<ul style="list-style-type: none"> - Create guidelines
Basic principles: whenever possible, the beneficiary organisation should actively engage and involve participants with fewer opportunities in their activities	Relevant consortium members	Try to engage rural or remote schools and schools in areas with high social issues
	Relevant hosting organisations	Good screening of the hosting organization, for example by using preparatory visits, in order to know in advance what kind of support they can provide and what would be required from the sending organisation
Providing quality and support to the participants: participants must be selected through a transparent, fair and inclusive selection procedure	Rules of selection process	The coordinator should inform /explain the conditions to support special needs to consortium members and should stress that the condition of the participants, whatever it is, shouldn't represent a barrier to the mobility.
	Selection criteria	<ul style="list-style-type: none"> - The list of selection criteria should be established in collaboration with all consortium members - Criteria list should be made as exhaustive and clear as possible and public/known to all participants - Evaluate your selection criteria at the end of the school year or project and make your evaluation known to all participants.

