



FUTURE ERASMUS

GENERAL DESCRIPTION OF ACTIONS

**MEETING WITH NATIONAL AGENCIES
BRUSSELS – 20 JUNE 2019**



TABLE OF CONTENTS

Future Erasmus – Action Fiches

	Page
<u>STUDENT AND STAFF MOBILITY IN HIGHER EDUCATION</u>	<u>2</u>
<u>MOBILITY OF LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING</u>	<u>7</u>
<u>MOBILITY OF LEARNERS AND STAFF IN SCHOOL EDUCATION</u>	<u>8</u>
<u>MOBILITY OF STAFF IN ADULT EDUCATION</u>	<u>15</u>
<u>MOBILITY OF YOUNG PEOPLE – YOUTH EXCHANGES</u>	<u>18</u>
<u>MOBILITY OF YOUNG PEOPLE – YOUTH WORKERS</u>	<u>21</u>
<u>YOUTH PARTICIPATION ACTIVITIES</u>	<u>24</u>
<u>DISCOVEREU</u>	<u>27</u>
<u>MOBILITY OF SPORT COACHES AND STAFF</u>	<u>31</u>
<u>COOPERATION PARTNERSHIPS</u>	<u>33</u>
<u>SMALL SCALE PARTNERSHIPS</u>	<u>36</u>
<u>TRAINING AND COOPERATION ACTIVITIES</u>	<u>38</u>
<u>SALTOs IN THE FUTURE PROGRAMME</u>	<u>40</u>
<u>SYNERGIES AND COMPLEMENTARITIES BETWEEN ERASMUS AND OTHER EU OR NATIONAL FUNDS</u>	<u>44</u>
<u>ACCREDITATIONS IN THE FUTURE KEY ACTION 1</u>	<u>47</u>



ACTION: STUDENT AND STAFF MOBILITY IN HIGHER EDUCATION

Description of the action:

This action supports short and long-term mobility of higher education students in any subject area/academic discipline and cycle (short cycle, bachelor, master and doctoral levels). Students, including recent graduates, can either study abroad at a partner higher education institution, carry out a traineeship in an enterprise or any other relevant workplace or do both, in combination while abroad.

This action also supports Higher education academic and administrative staff and staff from the world of work to take part in professional development activities abroad. These activities may consist of teaching as well as training periods (such as job shadowing, observation periods, training courses).

Objectives:

Contribute to the creation of the European Education Area by:

- Making mobility a possibility for any higher education student including mature students, students with family responsibilities, athlete students, low-participation groups of students.
- Increase participation from under-represented study fields and cycles
- Promoting a common European identity and values and facilitating the establishment of a strong visible “European Student identity” through the implementation of the European Student Card
- Fostering automatic mutual recognition of ECTS credits earned abroad by mainstreaming the use of Online Learning Agreements and digital technologies that contribute to transparency and efficiency in recognition procedures

Boost relevant forward-looking skills for higher education students by:

- Targeting the development of transversal and sector-specific skills e.g. digital skills
- Strengthening the links between higher education and the labour market
- Supporting language learning and the development of intercultural communication skills

Develop and strengthen innovative ways of learning and teaching by:

- Providing new and more flexible mobility formats such as short-term blended mobility
- Triggering a multidisciplinary, challenged based and international approaches as well as more flexible curricula

Strengthen the European dimension of higher education by:

- Sharing best practices and promoting the use of new and innovative pedagogical and curriculum design methods, technologies and tools,
- Supporting the professional development and cooperation of academics and administrative staff in higher education
- Supporting mobility in the context of the European Universities



Main activities:

- **Student mobility activities:**
 - **Long-term student mobility** EQF levels 5 to 8 (study periods: 3 months/90 days/one term to 12 months/365 days; traineeships: 2 months/60 days to 12 months/365 days). Applies to any subject area/academic discipline and cycle (short cycle, bachelor, master and doctoral levels). **Student mobility for studies** hosted by HEIs, student mobility for **traineeships** hosted by any organisations/workplaces. Possibility to combine mobility for studies and mobility for traineeships (as under current Erasmus+).
 - **Short-term mobility for doctoral students/candidates** (on top of long term student mobility) EQF level 8 (2 days to 60 days/2 months): same activities as long-term mobility
 - **Short-term blended student mobility** EQF levels 5 to 8 (5 days to 60 days): Combination of intensive study periods and/or traineeship/practical training periods with collaborative online learning exchange and teamwork. Learning and training take place in a group and include peer-to-peer learning/training activities. Compulsory virtual/online component. Applies to any subject area/academic discipline and cycle (short cycle, bachelor, master and doctoral levels).
- **Staff mobility activities:**
 - **Staff mobility for teaching and training** (2 to 60 days; 1 to 60 days for invited staff): Enlarging the training content to: academic language skills; use of digital tools for implementing blended mobility; new innovative pedagogies and trans-disciplinary approaches; more flexible curricula; student centred learning; transversal skills/topics (sustainability, internationalisation, inclusion, employability). Teachers, trainers and experts from organisations abroad from the world of work can be invited to the higher education institutions to provide teaching and/or training for the institution's students and staff and to establish mutually beneficial cooperation.
 - **Short-term blended staff mobility** (5 days to 60 days): Combination of intensive training periods with collaborative online learning exchange and teamwork. Learning and training take place in a group and include peer-to-peer learning/training activities. Compulsory virtual/online component.

Target groups:

- **At organisation level:**
 - Higher education institutions (including EQF level 4 institutions providing higher education)
 - Other organisations from the world of work, active in the labour market or in the field of education, training and youth: companies, social enterprises, small and medium enterprises, public bodies at any level, associations, NGOs, foundations, research institutes, chambers of commerce, etc.



FUTURE ERASMUS

- **At individual level:**
 - Higher education students (learners): enrolled in higher education institutions
 - Recent graduates of higher education institutions
 - Higher education staff: working in a higher education institutions
 - Staff from the world of work: invited by higher education institutions

Main eligibility/administrative/financial criteria:

- **Eligibility criteria:**
 - Applicant organisations: higher education institutions holding a charter (accreditation) or any other public or private organisations coordinating a national mobility consortium of HEIs, holding a consortium accreditation
 - Students are eligible if registered in an HEI and enrolled in studies leading to a recognised degree or another recognised tertiary level qualification (EQF levels 5 to 8)
 - Staff are eligible based on a formal link (typically work contract) with the organisations involved in mobility
 - Blended mobility requires a minimum three HEIs from three countries.

- **Geographical scope:**
 - Applicant organisations must be established in a Programme Country
 - Mobility activities can take place within Programme Countries; and between Programme Countries and Partner Countries.

- **Accreditations:**

- Erasmus Charter for Higher Education (ECHE)

The Charter, awarded by the European Commission, is the entry-ticket to the programme for higher education institutions and is awarded for the whole programme duration, with strengthened monitoring. With the Charter, individual HEIs are eligible to apply for and receive mobility project funding.

- National higher education mobility consortium accreditation

A national mobility consortium consisting of HEIs and other stakeholders is an existing project format where one organisation (typically a higher education institution, an association, a regional authority, a chamber of commerce, or a similar organisation) takes up the administrative and some qualitative aspects of coordinating a minimum number of two higher education institutions running mobility activities. The coordinating organisation has to apply for a consortium accreditation before or under the same call as the grant application for the project. The consortium accreditation will be valid for the whole programme duration, with strengthened monitoring. International enterprises could become member of a consortium.

One key advantage of a consortium is that the administrative burden of running the project is taken up by the better-capacitated coordinator organisation, which allows smaller HEIs in the consortium to join the Programme more easily. Another key advantage is to specialise by focusing on a specific



FUTURE ERASMUS

feature of mobility such as on recent graduates, on specific mobility activity types such as traineeships and staff training, on a specific thematic (e.g. digital skills) or a geographical area, etc., or a combination of them. Financial incentives may be provided for additional services and inclusion of smaller HEIs by consortia.

Implementing mode [National Agencies/EACEA/Commission]:

- Mobility activities, mobility consortium accreditation and ECHE monitoring are decentralised and implemented by National Agencies.
- ECHE accreditation is centralised and managed by EACEA.

Other distinctive features:

Blended mobility

Blended mobility of students and staff provides new and more flexible mobility formats as well as innovative ways of learning and teaching. It complements shorter physical mobility with a virtual part. It aims at reaching all types of students in all study fields and cycles (short cycle, bachelor, master and doctoral levels), practice a multidisciplinary, challenged based and international approaches as well as more flexible curricula and encourages collaborative online learning exchange and teamwork.

It also allows setting priorities for learning/training linked to the Renewed EU agenda in higher education (targeted mobility in forward-looking fields and in key priority areas).

A specific organisation support grant would be given to the organiser/host of the blended mobility activity programme; in addition, participants would receive unit costs grants.

International dimension

Part of the funds available for this action will support international mobility activities with Partner Countries.

Digitalisation of mobility management

The action will be made more user-friendly and accessible for all through simpler processes e.g. through the European Student Card initiative. It will facilitate the exchange of student data from application to recognition and the management of the inter-institutional agreements.

Active participation and citizenship dimension

Specific measures will be put in place to ensure that participants, while undertaking their mobility period abroad, will be offered the possibility to actively participate in the local community in the host country (e.g. acting as "Erasmus ambassadors" in local education and training institutions and associations, taking part in civic/cultural/social initiatives, etc.). These activities will foster participants' active engagement in society and will allow them to experience cultural diversity and contribute to fostering a sense of European identity and promoting European common values.



FUTURE ERASMUS

Inclusion and diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.

Sustainability

Mobilities should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.



ACTION: MOBILITY OF LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING

Description of the action:

This action supports short and long-term (ErasmusPro) mobility of learners in vocational education and training (including recent graduates) which can take place in vocational education and training providers and/or in companies abroad,. Activities can take the form of study periods, traineeships or work placements, either full, or combining school institutions based and work-based learning methods. This action will also support learners in continuing vocational education and training as means for professional up-skilling or re-skilling.

At the same time, this action also supports teachers, trainers, and staff of organisations involved in vocational education and training, to take part in professional development activities abroad. These activities may consist of teaching as well as training periods (such as job shadowing, observation periods, training courses and events, etc.).

Objectives:

- **Increase the quality of the provision of Vocational Education and Training (VET) in Europe by:**
 - strengthening key competences (including language learning) and transversal skills, in both initial (iVET) and continuing VET (cVET)
 - supporting the development of job specific skills that are relevant to the current and future labour market needs
 - sharing best practices and promoting the use of new and innovative pedagogical methods and technologies, and supporting the professional development of teachers, trainers, mentors and other staff in VET
- **Contribute to the creation of the European Education Area by:**
 - building the capacity of VET providers to carry out high quality mobility projects inside and outside Europe, and their ability to form quality partnerships while developing their internationalisation strategy
 - making mobility a possibility for any VET learner in both iVET and cVET, and increase the average duration of mobility for VET learners to increase its quality and impact
 - fostering the quality, transparency and recognition of learning outcomes of mobility periods abroad, especially by using European tools and instruments for this purpose
- **Strengthen the European dimension of teaching and learning:**
 - promote common European identity and values of inclusion, tolerance, non-discrimination and democratic participation



FUTURE ERASMUS

- promote the understanding and knowledge about the shared European cultural heritage and richness in diversity
- foster the growth of professional and interpersonal networks across Europe

Main activities:

- **Staff mobility activities:**
 - **Learning mobility for staff** (2 to 365 days): Staff from the beneficiary organisation can spend a learning period abroad. Possible formats include job shadowing, observation periods, study visits, teaching assignments, work placements, and structured training courses or training events (funding for course fees is limited to 10 days per participant)
 - **Invited experts** (2 to 30 days): Experts from a partner organisation abroad can be invited to the beneficiary organisation to provide training for the beneficiary organisation's staff
- **Learner mobility activities**
 - **Participation in skills competitions** (1 to 10 days): VET learners and accompanying staff can participate in skills competitions with an international dimension
 - **Learning mobility of VET learners** (10 to 89 days): Study periods, traineeships and work placements hosted at VET institutes or companies
 - **Long-term learning mobility of VET learners** (ErasmusPro) (90 to 365 days)
- **Support activities**
 - **Advance Planning Visits:** A staff member from the applicant organisation can visit the potential hosting organisation to better plan and prepare the future activities; granted based on principles of proportionality and justified requests. Available for staff mobility longer than 30 days and for learner mobility.

Target groups:

- **At organisation level:**
 - Vocational education and training providers (schools, institutes, etc.)
 - Other organisations active in the field of VET and in the labour market: companies, social enterprises, small and medium enterprises, chambers of commerce, public employment services, etc.
- **At individual level:**
 - Vocational education and training staff: teachers, trainers, school leaders, mentors, and other non-teaching staff involved in institutional development (pedagogical advisors, career advisors, psychologists, etc.)
 - Learners and apprentices in initial and continuing vocational education and training
 - Recent graduates of initial vocational education and training.



Main eligibility/administrative/financial criteria:

- **Eligibility criteria:**

- Applicant organisations: VET providers and any other public or private organisations hosting VET learners or apprentices
- Staff are eligible based on a formal link (typically work contract) with the beneficiary organisation
- iVET learners are eligible based on their status according to their national legislation
- Continuing VET learners are eligible if enrolled in a programme leading to a recognised qualification as defined by the National Authority in each country (including qualifications at national level, regional level, etc.)

- **Geographical scope:**

- Applicant organisations must be established in a Programme country
- Mobility activities can take place from Programme countries to Programme or Partner countries

- **Accreditation:**

The action would be partly implemented through an ‘accreditation/membership’ approach (see specific note) to simplify administrative procedures and enable a longer-term development of the beneficiary organisations.

National mobility consortia

National mobility consortium is an existing project format where one organisation (typically a local authority, a chamber of commerce, or a similar organisation) takes up the administrative and some qualitative aspects of coordinating multiple VET schools/providers running mobility activities. Key advantage of a consortium is that the administrative burden of running the project is taken up by the better capacitated coordinator organisation, which allows schools in the consortium to join the Programme more easily.

Intermediary organisations

Existing practice shows that apart from the sending and receiving organisations, mobility actions in VET also involve intermediary organisations. These organisations are not direct beneficiaries of the programme, but they use their expertise to assist the sending VET providers with administrative procedures, practical arrangements, matching apprentice/learner profiles with the needs of companies in case of traineeships, preparing the participants, and other similar tasks.

Some intermediaries can provide added value for the action by increasing the quality of the organised activities and creating links between sending and receiving organisations. However, in some cases, intermediary organisations have been linked to low quality mobility activities or attempts to use the programme funds for profit. Appropriate criteria and measures need to be put in place to avoid an overly intrusive involvement of intermediaries.



FUTURE ERASMUS

Implementing mode [National Agencies/EACEA/Commission]:
Decentralised action implemented by National Agencies

Other distinctive features:
<p>Virtual exchanges and blended mobility</p> <p>Current initiatives based on virtual cooperation, such as eTwinning for collaboration between schools, are a major success of Erasmus+. The aim for the future programme is to strengthen the presence of VET schools and other initial VET providers in the eTwinning platform. Virtual activities can be combined (blended) with physical mobility to create longer, more frequent and richer exchanges between pupils and teachers in different countries. At project level, eTwinning can serve as a useful tool for preparatory and follow-up activities, a way to get in touch with new partner organisations and to share best practices.</p> <p>International dimension</p> <p>Part of the funds available for this action will support international mobility activities with Partner Countries.</p> <p>Active participation and citizenship dimension</p> <p>Specific measures will be put in place to ensure that participants, while undertaking their mobility period abroad, will be offered the possibility to actively participate in the local community in the host country (e.g. acting as "Erasmus ambassadors" in local education and training institutions and associations, taking part in civic/cultural/social initiatives, etc.). These activities will foster participants' active engagement in society and will allow them to experience cultural diversity and contribute to fostering a sense of European identity and promoting European common values.</p> <p>Protection and safety</p> <p>When necessary, adults should accompany underage participants in VET learners' mobility activities. Accompanying adults should ensure sufficient quality of the learning component of the mobility as well as the protection and safety of the underage participants. The Commission and the National Agencies should invest efforts in developing common guidance and standards for this purpose.</p> <p>Inclusion and Diversity</p> <p>The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.</p> <p>Sustainability</p> <p>Mobilities should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.</p>



FUTURE ERASMUS

ACTION: MOBILITY OF LEARNERS AND STAFF IN SCHOOL EDUCATION

Description of the action:

This action supports mobility of school pupils, including short-term group mobility where pupils from different countries meet and get first-hand international learning experiences; as well as short or long-term individual mobility of school pupils carrying out a study period at a school abroad or a traineeship. Schools in charge of organising such mobility activities or hosting Erasmus pupils will be asked to strengthen their European dimension, building up their capacity to cooperate across borders and coping with new challenges.

At the same time, this action also supports teachers and staff of organisations involved in school education to take part in professional development activities abroad. These activities may consist of teaching as well as training periods (such as job shadowing, observation periods, training courses and events, etc.).

Objectives:

- **Increase the quality of teaching and learning in European school education by:**
 - supporting professional development of teachers, school leaders and other staff in school education
 - promoting the use of new technologies and innovative teaching methods
 - improving language learning and language diversity in schools
 - supporting the sharing and transfer of best practices in teaching and school development
- **Contribute to the creation of the European Education Area by:**
 - building the capacity of schools to engage in exchanges with other schools and organisations across borders
 - making learning mobility a realistic possibility for any pupil in school education
 - fostering the recognition of learning outcomes of pupils and staff in study or training periods abroad
- **Strengthen the European dimension of teaching and learning in school education by:**
 - promoting common European identity and values of inclusion, tolerance and democratic participation
 - spreading knowledge and understanding of shared European cultural heritage and richness in diversity through peer-learning activities and exchanges
 - supporting the growth of professional and interpersonal networks across Europe



FUTURE ERASMUS

Main activities:

- **Staff mobility activities:**
 - **Learning mobility for staff** (2 to 365 days): Staff from the beneficiary organisation can spend a learning period abroad. Possible formats include job shadowing, observation periods, study visits, teaching assignments, work placements, and structured training courses or training events (funding for course fees is limited to 10 days per participant)
 - **Invited experts** (2 to 30 days): Experts from a partner organisation abroad can be invited to the beneficiary organisation to provide training for the beneficiary organisation's staff
- **Learner mobility activities:**
 - **Short-term mobility of groups of pupils** (2 to 30 days): Groups of pupils accompanied by staff can take part in joint activities at a another school abroad
 - **Long-term study mobility of pupils** (31 to 365 days): Individual pupils can undertake study periods or traineeships at partner schools or other organisations abroad
- **Support activities:**
 - **Advance Planning Visits** (Lump sum grant): A staff member from the applicant organisation can visit the potential hosting organisation to better plan and prepare the future activities; granted based on principles of proportionality and justified requests. Available for staff mobility longer than 30 days and for learner mobility.

Target groups:

- **At organisation level:**
 - General education schools at pre-primary, primary and secondary level
 - Other organisations with a potential to coordinate national mobility consortia: local/regional authorities, school coordination bodies, professional associations of teachers/school staff, not-for-profit organisations with experience in organising pupil mobility, etc.
- **At individual level:**
 - School education staff: teachers, school leaders, and other non-teaching staff involved in school development or policy (school inspectors, school counsellors, pedagogical advisors, psychologists, etc.)
 - Pupils of appropriate ages depending on the national legal framework and the type of proposed activities

Main eligibility/administrative/financial criteria:

- **Eligibility criteria:**
 - Eligibility of applicant organisations (schools, school authorities, etc. as listed above) is defined at national level by the National Authority in charge of school education
 - Staff are eligible based on a formal link (typically work contract) with the beneficiary organisation
 - Learners are eligible if enrolled in participating schools

- **Geographical scope:** mobilities from Programme countries to Programme countries

- **Accreditation:**

The action would be partly implemented through an ‘accreditation/membership’ approach (see specific note) to simplify administrative procedures and enable a longer-term development of the beneficiary organisations.

- **National mobility consortia:**

National mobility consortium is an existing project format where one organisation (typically a local school authority / school owner) takes up the administrative and some qualitative aspects of coordinating multiple schools running mobility activities. Key advantage of a consortium is that the administrative burden of running the project is taken up by the better capacitated coordinator organisation, which allows schools in the consortium to join the Programme more easily. In addition, other non-profit organisations (such as associations, NGOs, other public bodies, etc.) can support schools organising mobility activities with their expertise and know-how under the condition that there is a clear added value for the quality of implementation and the organisational development objectives of the schools are being fulfilled in line with the objectives of the action.

Implementing mode [National Agencies/EACEA/Commission]:

Decentralised action implemented by National Agencies

Other distinctive features:

Virtual exchanges and blended mobility through eTwinning

Schools participating in Erasmus+ may benefit from complementary virtual activities organised through the eTwinning platform. Virtual activities can be combined (blended) with physical mobility to create longer, more frequent and richer exchanges between pupils and teachers in different countries. At project level, eTwinning can serve as a useful tool for preparatory and follow-up activities, a way to get in touch with new partner organisations and to share best practices.

Active participation and citizenship dimension

Specific measures will be put in place to ensure that participants, while undertaking their mobility period abroad, will be offered the possibility to actively participate in the local community in the host country (e.g. acting as "Erasmus ambassadors" in local education and training institutions and associations, taking part in civic/cultural/social initiatives, etc.). These activities will foster participants' active engagement in society and will allow them to experience cultural diversity and contribute to fostering a sense of European identity and promoting European common values.

Facilitating transition of learner mobility from Key Action 2 to Key Action 1

With the integration of pupil mobility in Key Action 1, there is a need to better facilitate reciprocal exchanges between schools in different countries. This has so far been the standard mode of implementation for pupil exchanges, but under the Key Action 1 format it will become a qualitative rather than an obligatory element. eTwinning, the School Education Gateway and the TCA funding are key tools that should be used to facilitate partner-finding and joint work on bilateral or multilateral basis.

Protection and safety

Adults should accompany underage participants in pupils' mobility activities. Accompanying adults should ensure sufficient quality of the learning component of the mobility as well as the protection and safety of the underage participants. The Commission and the National Agencies should invest efforts in developing common guidance and standards for this purpose.

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.

Sustainability

Mobilities should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.



FUTURE ERASMUS

ACTION: MOBILITY OF STAFF IN ADULT EDUCATION

Description of the action:

This action supports the staff of adult education organisations to take part in professional development activities abroad. These activities may consist of teaching as well as training periods (such as job shadowing, observation periods, training courses and events, etc.).

Objectives:

- **Increase the quality of the provision in Adult Education in Europe by:**
 - improving the quality of the adult education offer through professionalisation of its staff and capacity building of adult education providers
 - better supporting staff working in education for active citizenship and promotion of democratic values, as well as adult education staff organising and delivering basic skills to adults (especially literacy, numeracy, digital skills and languages)
 - increasing the quality of teaching and learning in all forms of adult education and making it relevant to the needs of the society at large
 - raising the participation of adults of all ages, socio-economic background and status in adult education, especially by fostering participation of organisations working with disadvantaged learners, small adult education providers newcomers to the Erasmus+ programme, and community-based grassroots organisations
- **Strengthen the European dimension of teaching and learning in adult education:**
 - promote common European identity and values of inclusion, tolerance, non-discrimination and democratic participation
 - promote the understanding and knowledge about the shared European cultural heritage and richness in diversity
 - foster the growth of professional and interpersonal networks across Europe

Main activities:

- **Staff mobility activities:**
 - **Learning mobility for staff (2 to 365 days):** Staff from the beneficiary organisation can spend a learning period abroad. Possible formats include job shadowing, observation periods, study visits, teaching assignments, work placements, and structured training courses or training events (funding for course fees is limited to 10 days per participant)
 - **Invited experts (2 to 30 days):** Experts from a partner organisation abroad can be invited to the beneficiary organisation to provide training for the beneficiary organisation's staff



FUTURE ERASMUS

- **Support activities:**

Advance Planning Visits (Lump sum grant): A staff member from the applicant organisation can visit the potential hosting organisation to better plan and prepare the future activities; granted based on principles of proportionality and justified requests. Available for staff mobility longer than 30 days.

Target groups:

- **At organisation level:**

- Adult education providers: organisations providing any form of non-vocational education for adults after initial education, whether of a formal, non-formal or informal nature. Organisations active in the labour market who provide any form of adult education as part of their secondary activities shall equally be considered as adult education providers.

- **At individual level:**

- Adult education staff involved in formal, non-formal and informal education on a professional or a voluntary basis, including professors, teachers, trainers, non-educational staff and other practitioners involved in promoting learning

Main eligibility/administrative/financial criteria:

- **Eligibility criteria:**

- Applicant organisations: any public or private organisation active in the field of non-vocational adult education (formal, non-formal or informal)
- Staff are eligible based on a formal link with the beneficiary organisation (including paid and voluntary staff)

- **Geographical scope:** transnational activities, from Programme countries to Programme countries

- **Accreditation:** consider if the action could partly be implemented through an 'accreditation/membership' (see specific note) to simplify administrative procedures and enable a longer-term development of the beneficiary organisations.

- **National mobility consortia**

National mobility consortium is an existing project format where one organisation takes up the administrative and some qualitative aspects of coordinating multiple adult education organisations running mobility activities. Key advantage of a consortium is that the administrative burden of running the project is taken up by the better capacitated coordinator organisation, which allows other organisations to join the Programme more easily as consortium members.



FUTURE ERASMUS

Implementing mode [National Agencies/EACEA/Commission]:
Decentralised action implemented by National Agencies

Other distinctive features:
<p>EPALE – support for quality and virtual exchange opportunities</p> <p>The Electronic Platform for Adult Learning in Europe (EPALE) will continue to play an important supporting role for Key Action 1 in adult education, notably by providing a course catalogue and developing further features to support better quality of courses and to improve the support for virtual and blended mobility opportunities.</p> <p>Active participation and citizenship dimension</p> <p>Specific measures will be put in place to ensure that participants, while undertaking their mobility period abroad, will be offered the possibility to actively participate in the local community in the host country (e.g. acting as "Erasmus ambassadors" in local education and training institutions and associations, taking part in civic/cultural/social initiatives, etc.). These activities will foster participants' active engagement in society and will allow them to experience cultural diversity and contribute to fostering a sense of European identity and promoting European common values.</p> <p>Inclusion and Diversity</p> <p>The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.</p> <p>Sustainability</p> <p>Mobilities should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.</p>



FUTURE ERASMUS

ACTION: MOBILITY OF YOUNG PEOPLE – YOUTH EXCHANGES

Description of the action:

Youth exchanges take the form of groups of young people from different countries meeting for a short period of time to implement jointly a non-formal learning programme. The learning programme is developed by young people participating in the exchange. The peer learning period comprises preparatory actions before as well as evaluation and follow-up after the exchange.

Objectives:

General objective

This action provides non-formal learning mobility for young people, with a special focus on the most disadvantaged ones, with a view to engage and empower them to become active participants in society, in democratic life and connect them to the European project, in line with the EU Youth Strategy 2019-2027. Youth Exchanges also allow young people to acquire and develop competences for life and their professional future and foster encounters between young people across cultures.

More specifically, youth exchanges aim to:

- foster intercultural dialogue and feeling of being European;
- develop skills and attitudes of young people;
- strengthen European values and breaking down prejudices and stereotypes;
- raise awareness about socially relevant topics and thus stimulate engagement in society and active participation.

Main activities:

- Youth Exchanges

Groups of young people from different countries accompanied by group leaders take part in joint non-formal learning programme in their country or abroad. Activities could also take place in several venues (itinerant youth exchanges)

- Quality and support activities

Advance Planning Visits

Preparatory meeting/visit between the organisations/groups involved in the main activity to plan and prepare the activity.

Preparation and follow-up activities

Preparatory actions before as well as evaluation and follow-up after the exchanges.



FUTURE ERASMUS

Target groups:

- At organisation level:
Non-profit, non-governmental organisation
Regional or local public body
Informal groups of young people
- At individual level:
Young people aged 13-30

Main eligibility/administrative/financial criteria:

- Eligibility of applicant organisations: associations, non-profit organisations, NGOs, social enterprises, public bodies, informal groups of young people from Programme Countries
- Eligibility of participants: young people between 13-30 resident in the countries of either the sending or receiving organisations involved
- Geographical scope: Programme Countries + Partner Countries neighbouring the EU

Implementing mode [National Agencies/EACEA/Commission]:

Decentralised action implemented by National Agencies

Other distinctive features:

Continuous and long-term learning process

Youth Exchanges should all comprise three different phases, preparation, core activity and follow-up. Young people participating in the Exchange should be actively involved in all those phases. The collaboration between the partners and the participants in all phases of the projects should be a key element. The use of digital tools for learning should thus be emphasised as complementary virtual cooperation enables a quality preparation of the core activity. Alongside, the reflection, identification and documentation of the learning acquired should be embedded from the start (i.e. preparation phase).

Sustainable Youth Exchanges

Youth Exchanges should be eco-friendly designed and should incorporate green practices in all facets. Organisations and young people involved should have an environmental-friendly approach when designing the project, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.

Youth Exchanges are particularly suitable for inclusion (The involvement of a local group and thus the "no travelling abroad" facilitates first participation in European projects; Group mobility offers international mobility experience in the safety of a group; The short duration of Youth Exchanges makes the involvement of young people with fewer opportunities appropriate). The inclusion dimension of Youth Exchanges should be push forward and further flexibility for activities involving young people with fewer opportunities should be introduced such as possibility to have less participants. The funding should also cater for this element.

Protection and safety

Group leaders should accompany participants in Youth Exchanges. Group Leaders are adults (above 18 years old) accompanying the activity in order to ensure a qualitative learning but also the protection and safety of the participants. Additionally, safeguarding participants should be given more importance and measures for NAs to reinforce this element should be introduced.

Active participation and citizenship dimension

Specific measures will be put in place to ensure that participants, while undertaking their mobility period abroad, will be offered the possibility to actively participate in the local community in the host country (e.g. acting as "Erasmus ambassadors" in local education and training institutions and associations, taking part in civic/cultural/social initiatives, etc.). These activities will foster participants' active engagement in society and will allow them to experience cultural diversity and contribute to fostering a sense of European identity and promoting European common values.



FUTURE ERASMUS

ACTION: MOBILITY OF YOUNG PEOPLE – YOUTH WORKERS

Description of the action:

This action supports the professional development of youth workers and quality youth work, through the implementation of activities such as training assignments in a youth organisation abroad, transnational/international seminars, training courses, contact-making events, study visits, job shadowing, observation periods, etc..

Objectives:

- **General objective**
 - This action aims to support the development of quality youth work at local, regional, national, European and international level, through non-formal and informal learning experiences in mobility activities for youth workers. The action should contribute to the implementation of the EU Youth Strategy 2019-2027, particularly to the European Youth Work Agenda for quality, innovation and recognition of youth work.
- **More specifically, activities within youth worker mobility aim to:**
 - Provide non-formal and informal learning for professional development of youth workers, contributing to high quality individual youth work practice as well as to the transformation of youth work organisations and youth work systems
 - Build a community of youth workers that can support the quality of projects and activities for young people in EU programmes and beyond

Main activities:

The Mobility of Youth Workers should:

- i) be framed by a longer-term strategic and organisational development benefitting the participating organisations, aimed at further development, of their youth work, from local to global;
- ii) be based on clearly identified youth worker professional development needs notably around quality, innovation and recognition, and accompanied by appropriate selection, preparation and follow-up measures;
- iii) ensure that the non-formal and informal learning outcomes of the participating youth workers are properly recognised and that the learning outcomes, including any methods, materials and tools, are used within the participating organisations and further disseminated widely in the youth field.

The Mobility of Youth Workers may take the form of and include one or more of the below eligible transnational and international activities:



- **Professional development of youth workers through non-formal and informal learning**

- Training courses supporting the development of competences for individual youth work practice (e.g. based on relevant competence models), to implement quality youth work practices (e.g. based on the quality handbook and other tools for strategic development) or address and test innovative practices (for instance related to smart youth work).
- Seminars and workshops supporting in particular knowledge-building and best practice sharing linked to the objectives, values and thematic priorities of the EU Youth Strategy and of the EU programmes contributing to its implementation.
- Networking and community building among youth workers taking part in the action
- Study visits and different types of assignments (e.g. job shadowing, youth worker exchanges, peer learning) in youth work organisations and organisations active in the youth field abroad

- **Quality and support measures**

- Language preparation, and in particular EN. (Important also for inclusion and easing access to the action for newcomers entering youth worker mobility). The language preparation should focus on terminology and concepts to be able to prepare for and communicate effectively in inter-cultural European and International context.;
- Preparation/Feasibility visit before the activities and evaluation meeting after the activities;
- Use of digital media and technology (e.g. for virtual preparation, networking and evaluation, on-line tools and spaces for learning and youth worker development, incl. support for producing materials for on-line use);
- Trainers and facilitators for the activities;
- Support for identification and documentation of learning outcomes, in particular through Youthpass.

Target groups:

- **Youth workers**, (to be based on the definition in Art 2 (21) of the regulation, includes both professional staff and volunteers) (N.B. Maintain no upper age limit for participants).
- **Youth work organisations and other organisations in the youth field.** (N.B. Maintain in principle eligible participating organisations and applicants, except possibly as concerns informal groups of young people as applicants –tbd.).

Main eligibility/administrative/financial criteria:

- Consider if the action could (partly) be implemented through an ‘accreditation’ (see specific note) or ‘Framework Partnership’-approach to enable a longer-term and strategic approach of youth worker and youth work development;



FUTURE ERASMUS

- Simplified costs in line with model to be decided for KA1 actions. Funding model to favour diversity of activities (e.g. to avoid getting only training courses)
- Ensure appropriate funding for quality and support measures as listed above

Implementing mode [National Agencies/EACEA/Commission]:

Decentralised action implemented by National Agencies

Other distinctive features:

- Attention needed to appropriate complementarity/differentiation with other formats that can target youth worker development, e.g. TCA, KA2 and KA3.
- Build on European Training Strategy in the field of youth within current E+
- Potential linkages to European Solidarity Corps to be explored
- Programme guide could include stronger narrative of the action, including examples of type of projects that would be particularly fitting in this action and the different levels of desired multiplication effects and potential impact.
- Application form could include tailored questions on the needs of the involved organisations and participants, the link to youth work and the youth field, the link to the project activities and learning process, how the participants will be able to use and transfer the learning outcomes in their own youth work context.
- Explore possibility of annual event for projects to show achievements and network

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.

Sustainability

Mobilities should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.



ACTION: YOUTH PARTICIPATION ACTIVITIES

Description of the action:

This action will finance youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations. These projects are conceived by young people for young people and aim to help young people to engage and learn to participate in democratic life, raising awareness about European Union common values and fundamental rights, bringing together young people and decision makers at local, national and European level, as well as contributing to European Union common goals. This project format will support the use of alternative, innovative and smart forms of youth participation and is particularly suited to testing ideas at the local level as a starting experience within the programme, and also as a tool for following-up previous initiatives to help upscale and further develop successful ideas. These projects will involve participants and organisations from Member States and third countries.

Objectives:

General objective:

In line with the EU Youth Strategy 2019-2027, this action seeks to encourage youth participation in democratic life and enable young people to engage and attract attention to youth concerns and challenges for democracy. It also aims to enable young people to connect with decision makers, to discuss common (European) values and fundamental human rights – and offer resources to create platforms to connect, in reality or by virtual meetings. Youth participation Activities also support young people to upscale local projects for extended outreach, considering also impact beyond the participation project itself.

More specifically, the activities aim to:

- Enable and support awareness and attention to youth issues affecting young people's lives, starting at local level.
- Encourage engagement, understanding of inclusive participation and active citizenship.
- Support in identifying, testing and experiencing new forms of participation activities.
- Encourage use of innovative formats and alternative support.
- Promote opportunities for “learning how to participate”, to document and reflect on the learning process and progress.
- Reinforce a concrete activity output to reach a broader audience and outcome.



FUTURE ERASMUS

Main activities:

National Participation Activities

- Attract attention on local, regional and national level to create influence and impact on youth related topics and concerns.
- Offer opportunities to make young people's voices heard.

Transnational Participation Activities

- Create platforms and networks to connect for wider impact.
- Upscaling of activities for further development and cross-border outreach by collaboration with groups/organisations from other Countries.

National and Transnational Participation Activities should use innovative tools and platforms such as:

- Campaigns
- Conferences
- Surveys and simulations
- Virtual realities to connect and collaborate for increased influence and impact

Target groups:

Direct target groups

- Informal groups of young people
- Youth organisations

Indirect target groups

- Decision makers
- Youth Policy makers

Main eligibility/administrative/financial criteria:

Project-based applications > directly designed and created by young people for young people.

Project based funding > use of unit costs and/or lump sums.

Implementing mode [National Agencies/EACEA/Commission]:

Decentralised action implemented by National Agencies



Other distinctive features:

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.

Youth Participation Ensure a simple and clarified format, at all stages and at all times, as regards availability and access for diverse youth groups and groups of individuals with fewer opportunities in the spirit of the inclusion and diversity strategy.

Sustainable Youth Participation Activities

Youth Participation Activities should be eco-friendly designed and should incorporate green practices in all facets. Organisations and young people involved should have an environmental-friendly objective when designing the project, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.

European Youth Portal

- Source of inspiration.
- For exchange of information and best practice.
- To connect with similar activities and actors for exchange of ideas.
- Options to interlink with other activities for better and broader outreach and impact.

Links to EU Youth Dialogue

- Successful outcomes and results from YPA can be used as input to the EU Youth Dialogue.
- EU Youth Dialogue themes could serve as inspiration for YPA also at local level.

Recognition

- Learning process to be documented to ensure valuable learning and development steps.
- Youthpass to be adapted to fit into the Youth Participation activities format.



FUTURE ERASMUS

ACTION: DISCOVEREU

Description of the action:

This action will offer 18 years old young people the opportunity to have a short- term individual or group experience travelling throughout Europe in the frame of an informal educational activity aimed at fostering their sense of belonging to the European Union and discovering its cultural diversity. Travel will be mainly by rail. The Erasmus Programme will identify bodies in charge of reaching out and selecting the participants entitled to receive the travel passes, also ensuring that this opportunity is offered to young people with fewer opportunities in first place. In addition, the Programme will identify and support those bodies (such as youth organisations, municipalities, cultural organisations, education and training institutions), which will be responsible for arranging programmes of activities to reinforce the learning dimension of the experience.

Objectives:

1. Strengthen the European identity and foster the sense of belonging to the European Union

- Enabling the young people to explore Europe and discover its diversity;
- Providing opportunities to young people to learn about European cultural heritage and history;
- Connecting young Europeans across the EU and encouraging solidarity and intercultural dialogue;
- Triggering their interest to participate in other youth activities under EU programmes;
- Encouraging active citizenship and civic engagement following their experience.

2. Enabling them to develop key competences and skills of value to their future life, such as independence, confidence, openness, interpersonal skills, problems solving skills or resilience.

Main activities:

1. DiscoverEU – general

Under the general call, young people will apply by taking part in a competition on the European Youth Portal as is the case today under the preparatory action. Young people can apply individually or in groups. There will be two rounds of application on an annual basis to ensure that everyone has two chances. The application and evaluation process will rely on centrally provided tools with high degree of automation. The decision to award the travel passes will be taken at NA level. The NAs/Eurodesks will communicate the results to the young people and be their contact point for any further questions (apart from the booking questions, which are dealt with by the contractor- see point 3).

2. DiscoverEU – targeted

Under the targeted de-centralised call, organisations will apply (by responding to call for proposals) with projects involving young people with fewer opportunities. The grant award decision will be taken by the National Agencies. The beneficiary organisations will receive a maximum number of

travel passes and select the participants for their granted projects. Same conditions will apply as within the DiscoverEU general: young people will travel alone or in groups for one day up to one month. However, the focus will be on supporting travellers, as additional services will be offered by the organisation to the participants such as information, advice, mentoring, personal follow-up, financial support (food etc.)

3. Tender a contractor for the travel passes under DiscoverEU general and targeted

For both general and targeted calls, the Commission will outsource booking of the travel passes for the young people. The contractor will function as a helpdesk for the young people regarding their questions on the bookings. The travel pass will be for one day up to one month inclusive. The contractor will deal with all the standard travel passes (the current Flexible Travel Pass and Fixed Travel Pass option), as well as deal with the special travel cases where the costs are higher (see current special travel cases). The contractor will also deal with the exceptional cases, such as people with disabilities, derogation because of military service, VISA needs etc. For those exceptional cases, the contractor will submit a proposal for approval to the National Agency/Eurodesk before granting the exceptional costs to the young people.

4. Quality and support measures for both DiscoverEU general and targeted

A range of quality and support measures will be available and offered in different ways/modes to all participants. Those measures and activities are listed below in the table. For the targeted call, additional learning and mentoring activities will be part of the programme prepared by the beneficiary organisation as part of the granted project and tailored to the needs of the participants.

Other activities:

- **Online Information toolkit** available on the European Youth Portal to prepare the mindset of participants. It will include practical info, promotion of theme-based itineraries and routes, and targeted information
- **Access to online webinars** that help foster the learning experience related to the two objectives of DiscoverEU (strengthen EU identity and development of skills). Webinars could be on EU values & identity, intercultural awareness etc.
- **A DiscoverEU mobile application** to help young people learn about the places they visit, stimulate their reflection, bring them into contact with other participants (to exchange), assess perceptions as well as capture their learning acquisition
- **Learning experiences will be captured**, for example in a DiscoverEU travel journal, in order to guide participants through their mobility experience. Possibility will be given to the young people to reflect upon their experiences
- **Theme-related community-building activities**, as meet-ups or events (e.g. visits to EU funded sustainability projects, visits to youth centres etc.) where participants could connect and learn. These events would be mainly organised by National Agencies and Eurodesks, among others through TCA activities.



FUTURE ERASMUS

- **DiscoverEU Partnership Label procedure** for organisations who would like to propose activities/offers to the young people that would enhance the learning experience, civic engagement and/or exchange of experience. This is an on-going call for interest, managed by the National Agencies, the Eurodesks and the EACEA, depending on the type of organisation. Proper evaluation, monitoring, review and complaint mechanisms to be set in place.
- **Option to organise a restrictive call for organisations granted a DiscoverEU label** in case the partnership approach needs more targeted financial support.
- **DiscoverEU Support scheme** to reduce the cost of traveling for participants including options for discounted accommodation, food, cultural activities (“discount card”).
- **An easy-to-use, light, accessible self-assessment tool** to identify and document learning outcomes after DiscoverEU, e.g. via an adaptation of Youthpass, and developed with the support of SALTO Training and Cooperation.
- **Communication, outreach and community-building activities** will take place at national and European level to raise awareness and action to apply. These activities would be mainly organised by National Agencies and Eurodesks.

Target groups:

- 18 years old young people residing in one of the Erasmus programme countries
- Organisations interested in offering learning opportunities and targeted support to the young people

Main eligibility/administrative/financial criteria:

- Travel pass for each awarded young person
- Additional funding to support inclusiveness of the action

Implementing mode [National Agencies/EACEA/Commission]:

This action will be managed partly at centralised level and partly at decentralised level through the Erasmus National Agencies. See above for the individual activities.



Other distinctive features:

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.

Sustainability

DiscoverEU experiences should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.

Active participation and citizenship dimension

Specific measures will be put in place to ensure that participants, while undertaking their experience abroad, will be offered the possibility to actively participate in the local community in the host country (e.g. acting as "Erasmus ambassadors" in local education and training institutions and associations, taking part in civic/cultural/social initiatives, etc.). These activities will foster participants' active engagement in society and will allow them to experience cultural diversity and contribute to fostering a sense of European identity and promoting European common values.



FUTURE ERASMUS

ACTION: MOBILITY OF SPORT COACHES AND STAFF

Description of the action:

This action supports the professional development of coaches, managers, instructors, dual careers providers, etc, through the implementation of activities such as transnational/international training courses, contact-making events, study visits, job shadowing, observation periods, etc.

Objectives:

The aim is to contribute to the efforts of sport organisations by supporting the learning mobility of their staff. Exchanges of people, ideas and good practices can be beneficial for the individuals, for their organisations and for sport and society as a whole.

The specific objective is to give the opportunity to sport staff (mostly coaches) to improve their qualifications and acquire new skills through spending a period in a foreign country.

Main activities:

- a) Mobility/exchanges of coaches and other staff of sport organisations (including volunteers); placements: periods of training/study; job shadowing.
- b) Blended mobility: for the above types of mobility, the physical stay abroad could be complemented with a virtual component (before, after or during the physical mobility)

Target groups:

Sport staff members such as coaches, managers or instructors from both grassroots or professional sport play a key role in sport by leading and guiding participants; they have an impact on their knowledge, skills, health, well-being and values. They are in a unique position to advance social inclusion, protect integrity, infuse respect for common values, and promote physical activity in all social groups.

Main eligibility/administrative/financial criteria:

Only adult (+18) coaches and staff

Other criteria to be defined at the later stage, using as a reference the criteria defined for mobility in other sectors.



FUTURE ERASMUS

Implementing mode [National Agencies/EACEA/Commission]:
Decentralised action implemented by National Agencies

Other distinctive features:
Inclusion and Diversity The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects. Sustainability Mobilities should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.



ACTION: COOPERATION PARTNERSHIPS

Description of the action:

The primary goal of this action is to allow organisations and institutions to increase the quality and relevance of their activities and/or develop and reinforce their networks of partners, thus increasing their capacity to operate jointly at transnational and international level, boosting internationalisation of their activities (including internationalisation at home), sharing and confronting ideas, exchanging new practices and methods. Selected projects will be expected to disseminate the results of their activities at local, regional and national level.

The partnerships for cooperation will be designed in such a way that the projects supported are anchored to the priorities and policy frameworks of each Erasmus sector, both at European and national level, while at the same time providing incentives for cross-sectorality and cooperation in horizontal thematic areas.

Objectives:

- **Increasing quality in the work and practices of the organisations/institutions/sectors involved**, opening up to new actors not naturally included within one sector;
- **Building capacity** of organisations to work transnationally and across sectors;
- **Addressing common needs and priorities**;
- **Influencing transformation and change** (at individual/organisations/sectoral level), triggering improvements (while being realistic about the possibilities)

Main activities:

- Creating networks and developing joint activities, events, etc.
- Sharing of good practices
- Developing and disseminating/sharing results/deliverables

Target groups:

Organisations from a wide range of fields, even going further than the classic actors from their own sector



FUTURE ERASMUS

Main principles on the applicable funding rules:

One single lump-sum covering:

- **Funding for Project Management:** including preparation and follow-up activities,;
- **Funding for Project Implementation** –as a lump sum (including funding for **organisation and participation in meetings/events/workshops/training** -i.e, meetings between project partners, stakeholder events, - as an instrument to achieving project objectives – and **production and sharing of deliverables**.

In addition, to support further dissemination efforts and increase the impact and outreach of successful projects, a possible follow-up funding for wider impact and dissemination can be envisaged. It would give the opportunity to beneficiaries to access a restricted call for additional funds, specifically aimed at sharing the results of their projects and increasing their impact. It could be requested after the project has already produced some results or even at final report stage, and count on simpler reporting requirements.

Main eligibility/administrative/financial criteria:

- Minimum of 3 organisations from 3 different countries involved
 - Project duration from 1 to 3 years
 - One application deadline per year (+ one optional)
- Consider possible ways to limit the recurrent funding to the same beneficiaries, trying to balance better with the involvement of newcomers with recurrent beneficiaries.
- Consider how to better identify and assess cross-sectoral projects
- Consider the added value of involving partner country organisations in a more flexible way

Implementing mode [National Agencies/EACEA/Commission]:

Decentralised action implemented by National Agencies

Other distinctive features:

Sustainable dimension of Cooperation Partnerships

Projects should be eco-friendly designed and should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the project, which will encourage them to discuss and learn about environmental issues,



FUTURE ERASMUS

make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.



FUTURE ERASMUS

ACTION: SMALL SCALE PARTNERSHIPS

Description of the action:

This action will be designed to widen access to the programme to small-scale actors and individuals who are hard to reach in education, training, youth and sport. With lower grant amounts awarded to organisations, shorter duration and simpler administrative requirements compared to the cooperation partnerships, this action will aim to reach out to grassroots organisations and newcomers to Erasmus, reducing entry barriers to the programme for organisations with smaller organisational capacity. This action will also support flexible formats – mixing activities with transnational and national character although with a European dimension – allowing organisations to have more means to reach out to people with fewer opportunities.

Objectives:

- Attract and widen **access to the programme for newcomers (concept to be defined more in detail) and small-scale actors**. These partnerships should act as a first step for organisations into cooperation at European level.
- **Support the inclusion of disadvantaged target groups**
- **Support active European citizenship and bring the European dimension to the local level**

In addition, most of the objectives of Cooperation partnerships would apply also to these partnerships, but expectations would remain at a smaller scale and more proportionate:

- **Increasing quality in the work and practices of the organisations/institutions/sectors involved**, opening up to new actors not naturally included within one sector
- **Building capacity** of small-scale and/or newcomer organisations/institutions to work transnationally.
- **Addressing common needs and priorities**
- **Influencing transformation and change** (at individual/organisations/sectoral level), triggering improvements (while being realistic about the possibilities)

Main activities:

- Creating networks and developing joint activities, events, etc.
- Sharing of good practices

General principles:

- This action should offer open and flexible formats, provide examples and guidance, but not a closed list of possible activities.
- Possibility to carry out local/national activities with a European dimension
- Development of outputs/products possible as part of the project, but not as the main activity



FUTURE ERASMUS

Target groups:

The main focus would be on newcomer and small, grass-root organisations from the AE, SE, youth and VET fields.

Main principles on the applicable funding rules:

On single lump-sum covering:

- **Project Management:** including preparation and follow-up activities,;
- **Project Implementation:** including funding for **organisation and participation in meetings/events/workshops/training** -i.e, meetings between project partners, stakeholder events, - as an instrument to achieving project objectives – and **production and sharing of deliverables** (if relevant).

Main eligibility/administrative/financial criteria:

- Minimum of 2 organisations from 2 different countries involved
- Project duration from 6 months to 2 years
- 2 deadlines per year are under consideration
- Possibility to award extra points to newcomer organisations

Implementing mode [National Agencies/EACEA/Commission]:

Decentralised action implemented by National Agencies

Other distinctive features:

Green dimension of Small Scale Partnerships

Projects should be eco-friendly designed and should incorporate green practices in all facets. Organisations and participants involved should have an environmental-friendly approach when designing the project, which will encourage them to discuss and learn about environmental issues, make them think about what can be done at their level and help them come up with alternative greener ways of implementing their activities.

Inclusion and Diversity

The Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy is devised to open up easier access to funding for a wider range of organisations, and to better reach out to more participants from more diverse backgrounds, in particular those facing obstacles to participate in European projects.



FUTURE ERASMUS

ACTION: TRAINING AND COOPERATION ACTIVITIES

Description of the action:

This action supports Training and Cooperation activities, implemented by National Agencies, to enhance the strategic implementation of the programme at transnational and national level.

Objectives:

General objective:

Training and Cooperation Activities are support activities implemented by the National Agencies aiming to improve the implementation of the programme in qualitative terms and to make it more strategic by building closer links with relevant elements of policy development.

Specific objectives:

1. Support to activities aiming at increasing the quality of programme implementation.
2. Support to activities aiming at enhancing links to European policy cooperation in the fields of education, training and youth as well as to activities aiming at influencing national practices in the concerned fields.

Main activities:

There are two main types of activities addressing the general and specific objectives:

A, Training and Cooperation Activities – quality of programme implementation – such activities take mainly the form of trainings, contact making seminars, partnership building activities, thematic clusters, evidence-gathering activities and other support measures for participants or participating organisations with particular focus on reaching out to newcomers, as well as activities linked to European-level events implemented with the support of the programme.

B, Training and Cooperation Activities – contributions to policy cooperation – such activities could support identification and further dissemination of programme results relevant to policy cooperation and may take the form conferences, seminars and peer-learning activities.

Activities could be implemented either at transnational or (under certain circumstances) at national level.

Target groups:

Practitioners, potential applicants and beneficiaries of the programme



FUTURE ERASMUS

Main eligibility/administrative/financial criteria:

National Agencies would need to submit an activity plan with an underlying (multi-annual) strategy clearly identifying the overall aims and particular focus of their activities based on the needs analysis and taking into account the national policy context. In principle, the development of the Training and Cooperation Activities would be voluntary based on the needs of the National Agencies (bottom-up approach) and flexibility in funding needs to be guaranteed (the introduction of a lump-sum approach is being explored).

In case of national activity, the European added value needs to be demonstrated by the topic of a European relevance or the link to a transnational activity.

The eligibility period for the implementation of activities needs to be defined (at the moment 18 months for a “call year”) and possibly decoupled from the decision on the eligibility of activities itself (possible decision on some activities for several “call years”).

The Training and Cooperation Activities (both types) should target relevant stakeholder and the participation of the NA staff should be limited to exceptional situations.

Implementing mode [National Agencies/EACEA/Commission]:

National Agencies

Other distinctive features:

- Clear separation (no overlap) should be ensured with activities of the National Agencies that are financed by the NA management fee (communication, staff training, support to beneficiaries, project life-cycle management etc.).
- Possibility of simplification for long-term cooperation projects of NAs on certain topics should be considered.
- IT-tools need to be further developed to capture themes within the different types of TCAs and to enable user-friendly overviews/aggregation/tracking of funding spent on different types and themes at aggregate as well as NA level. With the view to ensure monitoring of implementation of the activities, feedback mechanism in the form of participant reports could be considered. Possibility to include these projects in the project results platform should be considered.
- Further administrative simplification for the National Agencies through focusing on the results of the activities rather than on the detailed requirements before the activities will be explored.
- The usage of simplified grants (applicable in other parts of the programme) in the relevant activities should be envisaged.
- Differentiation with KA2 (and possibly KA3) cooperation projects should be defined.
- Complementarity with “Networking activities” in the frame of the European Solidarity Corps should be looked at.



SALTOs IN THE FUTURE PROGRAMME

1. Main purpose of SALTOs

The general aim of the SALTO resource centres ('Support for **A**dvanced **L**earning and **T**raining **O**pportunities') is to support the National Agencies, the European Commission as well as organisations and institutions involved or interested in the Erasmus+ programme and the European Solidarity Corps to develop their activities in a qualitative manner.

SALTO resource centres typically carry out a wide spectrum of activities, such as:

- Training courses, events, conferences, etc.
- Guidelines and publications
- Awareness-raising and promotion activities
- Facilitate cooperation and exchange of information among National Agencies in different areas
- Support to National Agencies in the implementation of strategies in certain thematic areas of the programmes
- Facilitate partner-finding and high-quality project-development
- Support to National Agencies in the implementation of TCA activities (including through the development of common tools)
- Activities linked to programme implementation (e.g. accreditation in partner countries)

In the future Erasmus programme, the first aim is to preserve and build on the existing and well-established SALTO centres. In addition, there is an opportunity to extend the mission of SALTOs to other sectors of the Erasmus programme as well as to set up an appropriate number of new SALTO resource centres in new key strategic areas.

2. Erasmus programme

a. Thematic activities

While keeping continuity with the current programmes (i.e. maintaining the existing and well-functioning SALTOs in the youth and education fields), the goal is to extend their competences to the education, training and sport fields where this is not yet the case. This could be done in the following ways:

- **Scenario 1 - Extending the scope** of an existing SALTO (from “field-specific” to “all fields”): this model could be suitable in particular for those SALTOs hosted in NAs that currently cover all fields of the programme.
- **Scenario 2 – SALTO with “Two legs”** – Under this model, the “brand name” of a SALTO would be shared by two NAs having competences and expertise in different sectors of the programme. This could happen in cases when:
 - a. a “leg” is added to an existing SALTO, i.e. creating a single SALTO that is made of staff from two different NAs (if relevant, also from different countries) which is suitable in



FUTURE ERASMUS

those cases where the current SALTO (with field specific competences) is not equipped to enlarge its mission.

- b. two existing SALTOs dealing with a common thematic area would share the same brand name. This model would apply in those cases where two existing SALTOs already address similar needs and altogether they cover all fields.

In scenario 2, the two “legs” of a SALTO would maintain their autonomy in terms of financial resources, planning and implementation of activities, although they will be asked to cooperate systematically in order to ensure coherence and higher impact.

With this in mind, the following table shows the possible evolution of the existing SALTOs under the future Erasmus:

Current Sector	Name of current SALTO	Hosted by	Evolution
Youth	Participation & Information	EE	Scenario 1 or 2a
Youth	Inclusion & Diversity	BE Flanders youth	
Youth	Training & Cooperation	DE youth	Scenario 2b
Education	Transnational Cooperation Activities in Education & Training	HU	

b. Activities involving Partner Countries

Regarding the activities of the SALTO aimed at developing a qualitative implementation of the programme in cooperation with Partner Countries, several elements need to be taken into account in the context of the future evolution:

- an important bulk of the activities carried out by the current regional SALTOs in the youth field (EECA, EuroMed, SEE) relate to the European Solidarity Corps;
- the future programme will extend the scope of international activities, notably in the fields of VET and sport;
- the current National Erasmus+ Offices could also address the needs of information provision about all international actions.

Therefore, some solutions are proposed (a combination of the below mentioned solutions is also possible, for example combination of 2+3) :

For the youth strand:

- **Scenario 1 – Status quo:** regional SALTOs are kept formally under the Erasmus programme and funded with Erasmus allocations.



FUTURE ERASMUS

- **Scenario 2 - Regional SALTO moved into the European Solidarity Corps:** given that most international actions of the youth field will take place under the Corps, the current youth regional SALTOs would be placed under the Corps.

For education and training:

- **Scenario 1 - Revised mandate of NEOs:** The mandates of the NEOs would be revised and expanded to provide information on all international activities, covering all fields.
- **Scenario 2 - A single SALTO for international activities:** One SALTO hosted by an NA in a programme country would help NAs to implement international actions in all relevant fields.

c. New needs

In the future Erasmus, new SALTOs could be established to address needs and areas that are currently not covered by the existing centres. A newly established SALTO could potentially add value in the following areas (one SALTO could cover several of these areas):

- **Evaluation/impact/monitoring:** The aim is to support NAs in monitoring the outputs and the outcomes of the programme, drawing lessons learnt from programme implementation and gathering evidence for policy-making. A SALTO would support the NAs in these tasks, not replace NA's activities in this area. For example, it would work on developing common methodologies for evaluation and evidence gathering. NAs could then apply these methodologies to studies and other monitoring and evaluation activities.
- **Policy support, results sharing and outreach:** The aim is to support National Agencies and the Commission in raising awareness about and increasing impact of projects supported by the programme in different thematic areas. It could also facilitate and set up work on thematic networks, which could run at national or transnational level. These thematic networks would create links between the policy priorities of the Erasmus programme and the funded projects. The themes of these networks will be defined in a flexible way during the SALTO's lifetime, based on the needs of National Agencies, the inputs from the Commission and on SALTO's available resources. The aim is also to support the National Agencies in the set up and implementation of outreach strategies and activities (i.e. involving ambassadors, alumni, Euro-peers, role models, etc.), or - alternatively – the outreach tasks could be embedded in the mission of the SALTO participation and information.
- **Synergies with other EU/national instruments:** This area focuses on synergies between Erasmus and other EU programmes (ESF, H2020 successors) or national schemes. The SALTO could increase the NAs' knowledge in making best use of different EU funding sources (scaling up of projects, top up of funds, seals of excellence etc.). The SALTO would support the network of NAs in the concrete steps of implementing these synergies, developing guidance, bringing together different players etc.



FUTURE ERASMUS

- **Quality of Programme management:** The aim is to assist NAs in improving quality and coherence in the management of decentralised actions. The SALTO could concentrate on tasks of the programme that are carried out by each NA, but are highly interconnected (e.g. assessment of final reports in terms of quality of project outcomes, especially in view of further use of lump sums in successor programme, staff training, primary checks, etc.). This would help ensure certain quality standards in programme management throughout all participating countries, especially in the context of the highly decentralised way of the management mode.

3. European Solidarity Corps

Regarding the European Solidarity Corps, the aim in the future programming period is to consolidate and fully exploit the potential of the architecture set up at the end of 2018. Therefore, the proposal is to:

- Maintain the support to the recently established Solidarity Corps Resource Centre
- Support the activities of the three regional SALTOs (EECA, EuroMed, SEE), possibly under a revised set-up – see section 2.b above.
- Maintain other support activities, such as for the Youthpass

The European Solidarity Corps will also benefit indirectly of the tasks and activities carried out in the framework of Erasmus (common National agencies), e.g. by the SALTO inclusion.

4. Administrative simplification

The following simplifications are envisaged for all SALTOs:

- Funding based on a single lump sum (approach similar to what is currently explored under KA2 cooperation partnerships)
- Duration of the work programme possibly multi-annual (in line with a possible introduction of a multi-annual Work Programme for Erasmus and European Solidarity Corps).

5. Timing

New or expanded SALTOs should be up and running in the second half of 2021 at the latest. This means that invitations to express interest in hosting the SALTOs should be sent to the NAs in the second half of 2020 to allow for sufficient time for the necessary steps.



FUTURE ERASMUS

SYNERGIES AND COMPLEMENTARITIES BETWEEN ERASMUS AND OTHER EU OR NATIONAL FUNDS

Concrete measures to ensure high-quality implementation of synergies and complementarities between the Erasmus Programme and other funding sources such as the Cohesion Policy Funds¹

Rationale

- change of paradigm from an 'instrument driven' towards a more **coherent 'goal driven' approach**, where critical mass of EU funding resources from different EU programmes and funds is targeted towards tackling common challenges (e.g. youth unemployment)
- **end-user(s) placed at the heart of EU action**, independently of the instrument used
- interaction and synergies between programmes on converging objectives produce **positive externalities and spill-over effects**, such as:
 - ✓ great potential of synergies to increase **inclusiveness**, reduce education inequalities and enhance **accessibility** to EU funding
 - ✓ improved **competences and skills** levels needed in a society that is increasingly mobile, multicultural and digital, with greater relevance for the labour market needs and active participation in society
 - ✓ policy experimentation and field trials allow testing innovative policies effectiveness and scalability
 - ✓ strengthened links between education, research and innovation – enabling the knowledge triangle.
- **Flexible and dynamic mechanics for operational implementation**, accounting for the various ambition levels concerning the pursuit of synergies, and increased simplification.

Challenges

The various EU funding programmes are supported by distinct instruments, have independent modalities, different intervention logics, management modes and architecture, while there is a systemic lack of coordination, cooperation and communication between the responsible bodies at different levels.

Legal mandate in the 2021-2027 Erasmus Regulation proposal

Recital 30

The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture.

Articles 6(e) and 10(e)

Key Action 3: Support to policy development and cooperation

In the fields of education and training and youth, the Programme shall support the following actions under key action 3: (e) cooperation with other Union instruments and support to other Union policies.

¹ ESF+, ERDF and CF



FUTURE ERASMUS

Objectives

1. Improve the horizontal coordination and interaction between the next generation of EU programmes in the area of Investing in people, to strengthen the value for money of the European budget and to reinforce the benefits for the European citizens.
2. Support increased use and smart exploitation of synergies and complementarities with other funding instruments, notably the Cohesion Policy Funds.
3. Make use of the 'assets' of the Erasmus programme, by enabling the National Agencies to act as 'incubators' to fully exploit the potential of synergies between the programme and other funding instruments such as the Cohesion Policy Funds.
4. Facilitate the transnational cooperation between the Erasmus National Agencies with a view to developing a common understanding, identifying opportunities and sharing good practices for the operational implementation of the synergies.

Main activities

A) Support the NAs in implementing synergies and complementarities strategies in their countries

- Erasmus would provide the resources for NAs (through dedicated staff) to:
 - ✓ **Interface with the Managing Authorities** for other EU or national funds to circumscribe convergent policy priorities and identify concrete aspects of complementarity. The NA staff would acquire a better understanding of other funds' objectives and implementation landscape in the Member State (from scope to timing of the calls, award criteria, etc.).
 - ✓ Seek to set-up and engage in effective **cooperation arrangements** between Erasmus NAs and the Managing Authorities of other EU funds at national and regional level, notably the Cohesion Policy Funds.
 - ✓ Follow-up and ensure better **coherence of actions and compatibility of implementation frameworks** between the various programmes in areas where convergent action brings added value e.g. NAs could contribute to the consultations for the priorities' definition of the Cohesion Policy Funds' national and/or regional programmes and participate in the Monitoring Committees of these programmes.
 - ✓ Identify and support for **worth-while Erasmus projects** across all sectors, responding to existing needs at national or regional level that would have potential to reach a higher level of scale or be mainstreamed/deployed with funding from other instruments (see quality labelling mechanism below) such as the Cohesion Policy Funds.
 - ✓ Cooperate with the Commission services or SALTOS to identify **worth-while projects centrally managed** or selected through other EU programmes.
 - ✓ To accompany Erasmus beneficiaries i.e. outreach to existing and potential project promoters to inform and train them on how to **adapt proposals** to comply with the policy priorities, quality standards and specific requirements of other funding instruments.



FUTURE ERASMUS

- ✓ To assist project promoters to **showcase** their activities and explore opportunities for complementarities with other EU and national funds, enabling efficient valorisation of Erasmus results, including up-scaling or mainstreaming.

B) Support the 'network' of National Agencies

Provide services to the NAs to support them in increasing quality and impact of their strategies for synergies and complementarities (the instrument could be a *SALTO 'Synergies'*).

- The responsibilities of the SALTO Resource Center would be to:
 - ✓ Set-up mechanisms of **transfer of know-how and capacity building**, creating a level playing field for all NAs in terms of quality of service provided (e.g. peer-learning, mentoring, trainings, guidance, (trans)national collaborative events bringing together different players, etc.) in relation to synergies and complementarities.
 - ✓ Support the Commission in the use of (new or existing) **fora for dialogue, collaboration, and experimentation**, vital to build trust among the different authorities and implementing bodies (e.g. cross-governance communication at EU level; dedicated teams within the Member States' implementing authorities; staff-exchanges).
 - ✓ Collect **feedback** from the NAs on the various implementation modalities, best practice examples and synergies results, to feed the policy-making process and guidelines-development at EU level.

Erasmus will provide dedicated funding for the National Agencies, covering financing individual staff members, as well as support for the transnational network (SALTO 'Synergies').

Target groups:

Erasmus National Agencies

Main eligibility/administrative/financial criteria:

- The action 'cooperation with other Union instruments and support to other Union policies' will be funded under Key Action 3 for Education and Training and Youth strands.
- The activities would be framed in the NAs work programmes (TCA-like model).



Accreditations in the future Key Action 1

1. BACKGROUND

This paper has been developed from a collection of discussion papers prepared for Working Groups with the National Agencies in the fields of VET, Adult Education and School Education. While discussions have taken place about possible synergies with Higher Education (where there is a well-established, functioning accreditation scheme in place) and Youth (where the type of projects and the structure of the sector is considerably different), for the time being the focus of the proposal remains in these three sectors.

The so called 'Erasmus membership' approach has been strongly supported by the education and training representatives in the programme management working group. Among the sectors, the presented ideas received strong support in school education and VET, where most progress has been made in defining the possible implementation solutions. The adult education group is generally supportive, with a few NAs having reservations. In the youth sector, there is an idea of applying the approach partially and a separate discussion paper will be prepared using as a base the main general principles while being sensitive to the structure of the sector and its specificities.

In particular, representatives in the three working groups in VET, Adult Education and School Education have proposed to keep in place the opportunity for organisations to apply for a short stand-alone project in a similar manner as right now. In this case the level of difficulty for the short-term strand applications could be significantly reduced compared to the current entry requirements (for details on entry requirements for membership strand please see the text of the paper). This dual-approach would also imply flexibility for the National Agencies to decide on the allocation of funding between the short-term strand and the membership strand.

National Agencies that have put forward reservations regarding the proposed membership scheme are primarily concerned with the availability of funds to support the large number of expected accredited organisations. Even with a doubled budget, the increase will only become available towards the middle of the future programme due to the way budget profiles are programmed. The second major concern is also related to the transition period in terms of timely development of needed IT tools,

To tackle these two issues several proposals have been made that go in two directions: working out the technicalities as soon as possible to start the work on necessary IT developments, while at the same time putting in place a longer transition period, e.g. by using pilot calls or limiting the initial accreditation calls to a smaller number of organisations. Longer transition would reduce the IT-related risks and at the same time help National Agencies that face a budget problem. However, the approach may be seen as taking a step back by NAs that are the strongest supporters of the new approach.

OBJECTIVES

Proposals put forward here are motivated by the following key objectives for the future programme:

1. Significantly increase and widen the participation in the programme
2. Enable easier entry into the programme and radically reduce the administrative burden
3. Achieve maximum impact with the increased budget and enable National Agencies to manage it effectively
- 4.

Ultimately, the future Erasmus must contribute to building a **European Education Area** where spending time in another country to study, learn or work has become the standard and is accessible to anyone, regardless of their socio-economic background and educational path.

If we take this goal seriously then we must make steps towards a programme that can first create and then sustain a critical mass of participating organisations across the lifelong learning spectrum. Only in doing so we will be making real progress towards mainstreaming mobility - starting with the next seven-year programming period, but ultimately creating potential for impact on a much longer timescale, supporting the same kind of gradual systemic change that the Erasmus programme has achieved in Higher Education over the last thirty years.

Along this line of thinking, this paper proposes to modify the funding management model for Key Action 1 in VET, school and adult education. The proposal is based on an accreditation model, but it introduces significant innovations to adapt it to sectors where small organisations make up the largest part of the target population.

2. WHY USE AN ACCREDITATION MODEL?

Currently, two main models of managing funds are used for Erasmus+ decentralised actions:

1. **A standard call for project proposals** where the applicant submits a detailed work plan for a specific one-off project. The proposal is then either accepted or rejected based on expert evaluation and a ranking list.
2. **Accreditation model** where organisations applying for an accreditation are assessed based on stable elements of longer-term importance such as organisational capacity, needs analysis and a broad action plan. Becoming accredited grants the organisation access to funding.

Expansion of the accreditation model is proposed for the future programme because of the following advantages:

- Inclusiveness: distribution of budget with a clear priority for those most in need
- Sustainability: supporting organisations to participate in the programme on a continuous basis
- Accessibility: possibility of creating easier entry points
- Efficiency: fewer repetitive procedures with low qualitative value
- Quality: focus on monitoring, support and follow-up activities

Not all of these advantages are immediately obvious. For NAs and applicants in education and training sectors, accreditations are familiar in the form of the VET Mobility Charter and Erasmus Charter for Higher Education. Both of these charters are oriented at well-capacitated organisations - they certify excellence in past achievements and include demanding future commitments. Such charters are often perceived as 'elitist' rather than inclusive or accessible. They are not attractive for organisations that want to participate in the programme on a smaller scale. Yet, such small organisations make up almost all of the school and adult education sectors, and the bulk of non-chartered beneficiaries in VET. For this reason the existing charter models are not readily transferable.

The key idea of this paper is that we can modify the existing models to offer fitting opportunities for any organisation, big or small, experienced or newcomer.

3. WHAT KIND OF ACCREDITATION IS BEING PROPOSED?

If the existing charter models cannot be readily used, how can we set up one that is more accessible and attractive for an average school, small enterprise or adult education provider?

We identify four steps:

1. Change the narrative
2. Make it easy to join the programme
3. Divide the budget in a more balanced way
4. Follow through with simpler implementation



3.1. Change the narrative

Thinking about accreditations from perspective of existing charters is intimidating, especially for new applicants. Therefore, the first step is to open up new lines of thinking, reconsider the concept and the narrative.

*A simpler way of thinking and communicating about accreditations is to treat them as **Erasmus membership**. Organisations that want to access the programme's funding are invited to become its members. Once an organisation becomes a member, it receives a set of rights and obligations. While there can be different kinds of members, they all participate in the programme under a common framework.*

Communicating the basic idea in this way helps remove fears fuelled by the complexity of existing accreditations. More importantly, it makes the idea immediately attractive by putting in focus its strong points: continuous participation, common European identity and the powerful 'Erasmus' brand.

Following the launch of this idea in March 2019, a discussion has been opened on the need for this change of narrative. While the idea of 'Erasmus membership' has been welcomed by some NAs, others have expressed reservations and have questioned whether it is necessary to use new wording given the existing terms for accreditation and charter. This question should be examined jointly as part of the discussions at the NA meeting.

3.2. Make it easy to join the programme

Good communication can make applicants interested to participate in the programme, but real simplification means lowering the effort needed to actually receive a grant.

The proposed strategy is first to facilitate a smooth transition by **re-using familiar concepts** (e.g. European Development Plan) as a basis for the membership applications, second to **reduce information required at the entry step** (especially budgetary information), and third to make the content of the application **proportional** to the applicant's capacity and ambition.

Aiming for smooth transition may seem in contradiction with changing the funding model, but we must consider that funding model is primarily a matter of management, not a matter of content. From content perspective, the existing model of applications in VET, school and adult education sectors is already based around the European Development Plan (EDP). In fact, rather than asking for more, we must find ways to make the EDP content simpler for some groups of applicants such as newcomers.

3.3. Divide the budget in a more balanced way

The currently prevailing system of allocating funds through binary decisions by rejecting/accepting project proposals is not always the most fair or inclusive. Organisations with more resources and experience enjoy an advantage in this competition, and phenomena such as consultancies writing Erasmus+ applications are damaging the programme's reputation.

In addition, rejecting applications scoring high in quality evaluation is commonplace in some countries due to lack of funds. The efforts of National Agencies to tackle these issues are restricted by the selection rules. NAs may revise budgets based on technical criteria, but not on fairness or equity grounds such as the needs of the applicant in comparison with others. Efforts to specifically support newcomers or other disadvantaged applicants have not brought clear results so far – more competitive applicants still easily win over the ones most in need. This happens because in a competition based on a ranking list, different qualitative elements of the proposal contribute to a single score which is transformed into a yes/no decision.



FUTURE ERASMUS

A membership or accreditation system can support a fairer distribution more directly. Under an accreditation, qualitative considerations contribute directly to the decision on how much funding is granted to a particular organisation. This creates a **much closer correspondence between quality, needs and the grant awarded**. Details of this part of the proposal are presented in Annex II.

In the proposed model the National Agencies get a more powerful, strategic tool to work with. By using multiple allocation criteria, the available funds can be divided between a larger number of beneficiaries, taking into account their needs and the added value of the funding. At the same time, quality remains an important element and the beneficiaries are rewarded based on their real achievements, rather than applications alone. In short, the system becomes more flexible and creates a direct link between programme's objectives, organisation's needs, performance, and awarded funds.

3.4. Follow through with implementation: replace control with trust and focus on quality

Reducing the difficulty of the first step into the programme would make it more accessible and distributing money more evenly can make it more inclusive. However, simplification and support cannot end at the first steps. We need to also simplify the management of the project budget, reporting procedures, formal checks, etc.

Our goal should be to create an environment where Erasmus beneficiaries are not afraid of making a mistake, but feel **supported and trusted as part of a joint European effort**. This is a matter of reputation, but also a matter of efficiency – we must find ways to reduce management costs by removing unnecessary tasks and focusing on the most important ones. An accreditation or membership system can help achieve this because it allows both applicants and NAs to work in a more flexible way and measure the success based on qualitative goals rather than adherence to formal rules.

A key advantage of an accreditation system is that it moves away from mechanically controlling if the precise work plan of a project is being implemented to monitoring if the beneficiary is making progress towards their broader objectives. Practical consequences of this change are visible in all parts of the funding lifecycle. A good example is the current application for Key Action 1 in Higher Education which is based on only two key indicators: target number of participants and total duration of mobility activities.

This conceptual change leaves a large manoeuvring space for beneficiaries to pursue their objectives, but it does not sacrifice the ability of the National Agency to monitor quality. A system of funding on a continuous basis is much more reactive to the beneficiary's behaviour: good performers improve their funding opportunities, while those under-performers cannot circumvent the consequences through loopholes that exist now (for example, the possibility to re-apply with an entirely new project plan).

4. DEVELOPING SOLUTIONS FOR IMPLEMENTATION

The working groups have focused on identifying concrete implementation proposals that would make these ideas into reality. The following set of annexes presents the technical solutions discussed so far:

- Annex I: Outline of the Erasmus membership model
- Annex II: Joining the Erasmus programme
- Annex III: Follow-up phase and membership profiles
- Annex IV: Budget allocation

These proposals for implementation are a work in progress. In particular the award criteria and allocation criteria presented in annexes II and IV are currently in their first draft stage and will require further fine-tuning to set the correct balance between flexibility and objectivity that is legally required in the grant management process.



Annex I Outline of the Erasmus membership model

A useful point to start describing the membership model is to compare it with the single-project model. The key difference between the two is continuity of the organisation's participation. In the single project model successful applicants sign a grant agreement agreeing to deliver a specific work plan linked to a specific grant amount. Once the project is completed, the beneficiary will submit a final report, the NA will assess the report, establish the final grant and make the payment accordingly. The project file is closed and re-opened only in exceptional cases.

In the membership model, there is no such final cut-off point. Once an organisation has joined the programme, it can implement any number of contracts. Each completed contract will feed back into a 'file' that the National Agency keeps about the organisation. In the rest of the paper we refer to that file as the **membership profile**. Management of organisations and maintenance of their membership profiles is the central task of the National Agency in the membership model.

Broadly, we can describe the membership model as having three phases:

1. Entry to the programme
2. Budget allocation
3. Follow-up

The table on the following page shows this structure, and describes the main actions in each of the phases. The first phase needs to happen only once per organisation, while the budget allocation and follow-up phases repeat as long as the organisation keeps participating in Erasmus. Different phases can and will overlap in practice, but here we describe them separately to explain the logic of the model.

The paper will progress by examining each of the three phases, starting with entry, continuing with follow-up and leaving the budget allocation for last. Budget allocation is explained at the end because it links the information from entry and follow-up phase.

The paper aims to address the implementation of the proposed membership scheme. Some other related aspects, such as the details of the complementary short-term project strand and the setup for mobility consortia in the new scheme will be discussed separately.

FUTURE ERASMUS

Funds management in the membership model: three phases			
Phase		Timing	Main Actions
Entry	Call for membership applications	Oct - 1 Feb Feb - 1 Oct	The call can be permanently open with two cut-off dates used by the National Agencies to organise the assessments. The cut-offs are set in such a way that applicants can request membership and their first budget at the same time. Alternatively, they can make these applications separately.
	Membership assessment	Feb - Apr Oct - Dec	<ul style="list-style-type: none"> Qualitative assessment: performed by internal/external experts based on a set of award criteria Result: pass/fail mark per application
	Creating membership profiles	Apr-May Dec-Jan	<ul style="list-style-type: none"> NA create profiles for approved member organisations based on the content and assessment of the membership application NA revises the target numbers of participants proposed by the applicants Inform the applicant about the content of the profile and decisions taken
Budget allocation	Call for budget requests	Oct - 1 Feb Jul - 1 Oct	<ul style="list-style-type: none"> Preparation: defining the budget pre-apportionment and other country-specific criteria (part of NA Work Programme) and publishing this information The second submission deadline has been proposed as an option for the National Agencies
	Analysis	Feb-May Oct-Jan	<ul style="list-style-type: none"> Performed by the National Agency (no qualitative assessment) Result: approval rate (%) per grant request Followed by revision of target number of participants and activities (per request)
	Contracting	Jun Jan	<ul style="list-style-type: none"> Formal grant award decision Issuing grant agreements
Follow-up	Final report (per grant agreement)	At contract end	<ul style="list-style-type: none"> Qualitative assessment based on criteria that mirror the 'Performance' part of the membership profile
	Monitoring visits / contacts	Per NA schedule	<ul style="list-style-type: none"> Based on its own monitoring strategy, the NA can schedule monitoring visits or desk monitoring to gather information and support the member organisations. Results of these activities will feed back into the organisation's membership profile.
	Audit check	Random / targeted	<ul style="list-style-type: none"> Results of audit checks can be relevant for the membership profile, for example when it comes to updating the organisation's risk level
	Membership updates	When needed or requested by the NA	<ul style="list-style-type: none"> Technical updates (e.g. legal status change) can be handled at any time Content-related updates should be embedded in final report exercises to reduce administrative burden. They can be initiated by the NA or the organisation itself.



FUTURE ERASMUS

Annex II Joining the Erasmus programme

The way organisations enter the programme, especially for the first time, determines in a large part how the programme is perceived as a whole. It is therefore crucial to make this first experience simpler and better adapted to the different organisations that are interested to participate in Erasmus. The table below proposes an outline for such an application. The key idea is to set the scope of the application at the start of the process. Choices made by the applicant at the beginning are used to ensure proportionality of further requirements.

In addition to the membership scheme, a number of National Agencies have expressed their preference to be able to fund some projects in the same way as until now (through a one-off contract). This idea is in line with plans for a more gradual transition towards the new model, although it is not universally support by all NAs – some have argued that having a single model from the start would be simpler.

Outline: Application to join the Erasmus programme	
Application structure	Content covered
<i>Setting the scope</i>	<p>This part provides the basic context for the application and allows the rest of the sections to be adapted to applicant's capacity and ambition.</p> <p>Information covered:</p> <ul style="list-style-type: none">• Have you received an Erasmus+ Key Action 1 grant before? [i.e. 'Are you a newcomer?']• Are you applying as an individual organisation or a coordinator of a national consortium?• Questions on applicant's background, profile and motivation
<i>Applicant's needs and objectives</i>	<p>This part is formed proportionally to the defined scope. Questions always stay connected to institutional development, but their number, complexity and depth are linked to the applicant's intentions declared in the first part of the application.</p> <p>Information covered:</p> <ul style="list-style-type: none">• Organisational needs• Broad objectives in the context of cross-border mobility• Main topics of interest
<i>Indication of activities</i>	<p>Information covered:</p> <ul style="list-style-type: none">• Types of activities the applicant is interested in (e.g. job shadowing)• Target number of participants per year• Reasoning for the choices <p>No budget calculations need to take place at this stage. The provided information is only a first indication of the applicant's intentions. Guidance can be put in place to make sure that the set targets are realistic.</p>
<i>Quality commitments</i>	<p>This part does not include questions, but a description of requirements the organisation must accept to join the programme. Compliance is checked during and after implementation. For example:</p> <ul style="list-style-type: none">• Promotion and sharing of results• Monitoring and support to participants• Quality of practical arrangements• Recognition and valorisation of learning outcomes

From a procedural point of view, there is no significant difference in receiving and assessing membership applications compared to how this stage is handled now: there is a qualitative assessment performed by specialist assessors based on a set of award criteria and resulting in a final score per application.

However, innovation is needed at the level of award criteria: the key principles of Erasmus membership should be inclusion and proportionality. This means that the first step of joining the programme must be simple enough for relatively small organisations such as schools or adult education providers, while at the same time it must stay relevant for much larger and more experienced applicants. In this section we look at the possible award criteria that would reflect these principles and inspire the design of the membership application form.

The main idea is to switch the focus from implementation details to factual information and broad objectives that the organisation will pursue. To a large extent, this approach is inherently proportional: smaller organisations will provide fewer details and will set objectives that are realistic for them. For the same reason the weight of elements like existing capacity and experience should stay limited. As a principle, less experienced organisations should not have lower chances of joining the programme. Instead, more experienced and better capacitated organisations should benefit in a more appropriate way, by being able to receive higher grants once they become members.

Based on this reflection, the table below presents a draft of Erasmus membership award criteria for discussion in the Working Groups. The criteria are deliberately kept much shorter and simpler than the current ones. This reflects the idea that the application and assessment procedure should become lighter both for the applicants and for the assessors. Given the continuous nature of the member organisations' participation in the programme, it makes sense to shift more detailed quality checks to the follow-up stage.

First draft proposal for membership award criteria	
1. Completeness and clarity of background information	
The extent to which applicant has provided complete and clear information on:	
<ul style="list-style-type: none"> – Organisational structure and management – The socio-economic context of the organisation's activities – The local policy context of the organisation's activities (where applicable) 	
2. Relevance of the organisation's profile	
The extent to which the organisation's profile is relevant to the field and objectives of the action in terms of:	
<ul style="list-style-type: none"> – Organisation's main activities – Key needs and challenges identified by the applicant organisation – Profiles of learners who will directly or indirectly benefit from the planned mobility activities 	
3. Organisational development	
<ul style="list-style-type: none"> – Motivation of the organisation to join the programme is clearly stated and expected benefits are clearly defined – There is a clear and logical link between proposed types of activities and expected benefits – Proposed targets for participation in mobility activities are appropriate for organisation's size and experience – There is a clear commitment to the programme and European cooperation at the level of the organisation and its leadership 	
4. Delivering quality	
<ul style="list-style-type: none"> – The applicant proposes clear and appropriate ways to implement and manage Erasmus mobility activities in accordance with applicable quality standards – There is a realistic assessment of resources that will be needed to implement the proposed mobility activities and a planning for how these resources will be ensured 	



Annex III

Follow-up phase and membership profiles

Once assessment of membership applications is complete, the National Agencies will decide which applicants are granted Erasmus membership and define key parameters of that membership in form of the membership profile.

The approval decision in an accreditation system is rather simple: all applicants meeting the minimum quality thresholds are approved. This should be the default procedure for Erasmus membership applications. However, in case we decide to limit the number of new member organisations in the transition period, we may need to consider additional criteria: e.g. setting a cap for the number of new members or their expected yearly budget; or requiring that the organisation has completed at least one Erasmus+ project previously.

In any case, we may expect that at least in some countries and sectors there will be a very large interest for membership in relation to the available annual budget, similarly to how it is the case now with the VET Mobility Charter. For this reason, it is important that membership approval is communicated together with an indication of what the realistic expectations for future grants should be. To achieve this, already at the membership application stage, the applicants themselves should propose broad targets for the number of mobility participants they would like to support. These initial targets should be revised by the NA to ensure they are appropriate for the organisation and realistic in relation to the overall availability of funds. An indicative budget can be linked to these targets in order to give the NA a tool to plan its multiannual budget and to later on intervene at the level of budget requests.

In the next step, the National Agency will create membership profiles for approved applicants, where important information from the membership application and its qualitative assessment should be included together with the revised mobility targets. The membership profile is hosted in the NA's management tool (i.e. the future EPlusLink) and consists of three main parts: basic profile (completed when the membership is first approved), performance profile (completed based on implementation results), and history part where factual data about the organisation's participation is collected. The outline of the membership profile is presented in the table below.

For most newly approved member organisations only the basic part of the profile is completed at this stage. Once the NA has prepared the profile, it will share the result with the applicant to ensure transparency and mutual understanding about the future expectations.

5. FOLLOW-UP PHASE: PERFORMANCE AND OTHER UPDATES OF THE MEMBERSHIP PROFILE

As explained in the introduction of the paper, we will temporarily leave aside the budget allocation phase to complete the explanation of the membership profile by examining the follow-up exercises. Explaining the membership profile in full will make it easier to describe the budget allocation in the last part of the paper.

The second part of the membership profile concerns the organisation's performance and it can only be completed once the organisation has implemented at least some activities. The key source of information for this part of the profile will be the assessment of contract final reports which will cover important qualitative elements that are not addressed in detail at application stage. The NA may also perform periodical checks on the progress of implementation in Mobility Tool, without requesting a written report. This could let the NA introduce some basic information in the performance profile earlier.

As a minimum, the National Agency should update the performance profile whenever a final report has been assessed. However, the NA may also introduce updates to any part of the membership profile at any point in time if there is a justified reason. A monitoring visit, an audit check, or any sort of meaningful contact with the organisation could serve as justification for an update in that sense.

Membership profile	
Basic profile <i>(completed when membership is approved; can be revised at any time)</i>	
Organisation's background and relevance for the action	Operational summary of the information in the application and its assessment concerning elements such as organisation's main activities, socio-economic context, learner profiles, needs, challenges, etc. The exact choice of information is up to the NA and will depend on the context (field, country, organisation, etc.)
Organisation's objectives	Summary of organisation's stated objectives within the programme; viewed critically and adjusted by the NA if needed.
Target number of participants (per activity type)	Indicative targets per activity type as proposed by the organisation and revised by the NA. These targets (together with the indicative budget) should help the organisation to achieve a balance between progressing towards their objectives and having realistic expectations about future grants.
Indicative yearly budget	The indicative yearly budget as proposed by the organisation and revised by the NA - it is linked to target number of participants. This figure will help the NA to programme its own budget on annual and multiannual basis.
Risk assessment	Based on the application and its assessment, the NA should note elements of risk (e.g. lack of experience, lack of resources, etc.)
Performance profile <i>(completed at the time of the first final report; can be revised at any time)</i>	
Adherence to Erasmus quality standards	This information is completed based on assessment of final reports (the four elements should correspond to assessment criteria for those reports), and results of NA's monitoring activities. If needed, certain elements such as the delivery of the target numbers for mobilities may also be checked during implementation by reference to Mobility Tool.
Progress towards organisation's objectives	
Delivering agreed activities and targets	
Indirect contributions to the programme	
History	
Participation history	List of previous and ongoing contracts, including key information such as timing, grant amounts, budget absorption etc.
Administrative history	Change log and list of events and information sources that contributed to the content of the organisation's profile. The most important such events include monitoring visits, but may also include desk monitoring, audit checks, updates provided by the organisation itself, and any other relevant notes to the file.
Membership validity	Validity of the membership should not be fixed to a specific date, but can be renewed at intervals defined by the NA under the condition that the member organisation is in compliance with its obligations.



Furthermore, an important role in the maintenance of the membership profile will belong to the NA's monitoring strategy. Given that monitoring visits are highly resource-intensive activity for the National Agencies, they should be organised in a way that produces the highest added value both for the programme and for the beneficiaries. Possible criteria for prioritisation of some member organisations can include higher assessed risk or past underperformance, a need to better understand the organisation's field of activity, etc.

Finally, there is also a need to consider the duration of the membership itself. Based on the experience of the VET Mobility Charter, we can conclude that setting the end of the programming lifecycle as fixed expiration date is not an optimal solution as it means that with each year there is less and less benefit in joining the scheme. In addition, to remain proportional we need to allow organisations flexibility in terms of time scope for their objectives and targets. The solution to this problem is to define membership that has a shorter initial duration, but may be prolonged based on fulfilling certain obligations, e.g. providing updated objectives and targets.

In summary, the central principle of the membership is that all important information is channelled through the organisation's membership profile. It forms the core of the management system and creates a tangible link between all of the organisation's activities under Key Action 1.

In this initial proposal, the membership is established per sector, i.e. an organisation participating in VET and adult education at the same time would have two membership profiles, one for each of the sectors. This separate approach is simpler to put in place as part of the gradual roll-out strategy. However, it is clear that this structure opens possibilities to further link the organisation's participation in different sectors of the Erasmus programme. A few NAs, a notable France, have shown interest to explore this idea further.



FUTURE ERASMUS

Annex IV Budget allocation

Possibility of a more flexible budget allocation that could at the same time achieve better inclusion and continue to support quality and excellence has been put forward as one of the major advantages of the membership model. At the same time, the National Agencies have highlighted that the results of the budget allocation must be **objective, transparent and legally sound**. The goal here is to make further steps in developing the procedures for such a budget allocation.

Organisations that have successfully applied for Erasmus membership receive access to funding through yearly calls for budget requests. The content of these requests should be very limited, including only essential information on the type of activities and number of participants requested, an estimate of the required budget, and potentially a short justification for the request in the context of the organisation's needs and objectives.

No qualitative assessment takes place and as a general rule budget requests are not rejected (exceptions could be defined in case of severe budget shortage). Rather, requests are approved at different rates depending on budget availability and the priority assigned to the request as the result of NA's analysis.

The analysis follows a set of allocation criteria that determine the priority level of each request. To illustrate the mechanism, we can take as the baseline approval rate the ratio of funds availability. This is the ratio between available funds and the total budget requested. For example, if there is 2 million Euro of available funds and the total value of received budget requests is 4 million Euro, then the baseline approval rate will be $2 / 4 = 50\%$.

In this example, if all requests were treated equally without any consideration for priority or proportionality, they would all receive 50% of what they have asked. However, since the programme aims to fulfil certain objectives, there is a need to perform an analysis and prioritise some requests over others. In that sense we can view the allocation criteria as modifiers of the approval rate for different requests.

The table on the next page presents a proposal for allocation criteria based on discussions so far. The elements are defined so that almost all can be measured on a qualitative priority scale. The scale can be defined for example from 'very low' to 'very high', or as a numerical score (e.g. 1-10, depending on how sensitive we want the measurement to be). The overall result will position each request on a priority spectrum, indicating how high the approval rate should be for each request in relation to others. The right side of the table below explains what information the NA should use to decide on the priority value for a given criterion. As is visible from the table, most of the information will come from the organisation's profile.

The result of the NA's analysis should be the approval rate (a percentage) per budget request. To avoid defining approval rate for each individual request, the NA may want to group organisations into priority levels based on how well they respond to the allocation criteria overall. For example, applicants in the first priority group could receive 80% of the requested grant, those in the second priority group 60%, etc. This system can be fine-tuned in various ways, e.g. by reducing or expanding the number of priority groups, assigning higher importance to certain allocation criteria, etc. For NAs managing fewer applications, it may also make sense to treat requests individually rather than grouping them. As a general principle, these details should be decided at NA level, while respecting the overall framework and logic of the system.

Finally, once the grant amount is defined, the NA can revise the request at the level of proposed activities, in a similar way that budget revision is done for project-based applications, but with the difference that the level of details is considerably lower. The revision is essentially limited to deciding which activity types to prioritise. Once this step is completed, the NA may issue a grant agreement to the member organisation.

Budget allocation criteria	
Allocation criteria	Sources and method
1. Organisation profile	<i>These elements are defined on a qualitative priority scale</i>
Relevance of the organisation's profile, goals and area of activity for action's objectives and priorities	<p>The needed information is found in the organisation's membership profile. It is initially completed by the NA based on the membership application and represents an operational summary of the application and its assessment.</p> <p>The NA may choose to run more in-depth risk assessment at a different stage.</p>
Risk of low quality, partial or failed delivery of agreed activities	
2. Performance	<i>These elements are defined on a qualitative priority scale</i>
Adherence to Erasmus quality standards	<p>The needed information is also found in the organisation's membership profile, but for new member organisations it will remain blank until the final report of the first implemented contract is assessed.</p> <p>The four elements directly correspond to final report assessment criteria and the information noted by the NA in the organisation's profile will represent an operational summary of those assessments.</p> <p>The profile is updated after each final report assessment and can also be updated following a monitoring visit, an audit check or a similar event. The profile should be kept clear and manageable, meaning updates should be short and operational, only reflecting new conclusions.</p>
Progress towards organisation's objectives	
Delivering agreed activities and targets	
Indirect contributions to the programme	
3. Equal and inclusive funding opportunities	<i>Except for availability of funds, these elements are defined on a qualitative priority scale</i>
Availability of funds	<p>The needed information is calculated during each allocation round, except for size and timing or previous grants which are part of the organisation's profile.</p> <p>The availability of funds can be expressed as a ratio of total available budget and total demand. This ratio represents the 'baseline approval rate' before any other allocation elements are taken into account.</p> <p>The effects of the other two criteria will depend on the context of the NA. If appropriate for the country, the NA may set geographical balance targets which would result in higher approval rates for applicants in underrepresented regions.</p> <p>Similarly, the NA may prioritise applicants that have not received a grant for a longer period of time, while setting a lower priority for those who have running contracts, even to the extent that requests of some repeated applicants may be rejected in full if the availability of funds is very low.</p>
Size and timing of previous grants	
Geographical balance	
4. Relevance of proposed activities	<i>These elements are defined on a qualitative priority scale, and have other effects (see below)</i>
Respect of agreed targets (types of activities, number and profile of participants and indicative budget)	<p>The needed information is found in each individual budget request.</p> <p>These criteria have a double purpose. Like the other elements they contribute to the prioritisation of the budget request.</p> <p>In addition, during budget revision they help the NA prioritise different activity types within a single budget request.</p>
Added value / priority of proposed activities	