



Erasmus+

Programme Guide

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

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Table of Contents

Table of Contents	2
PART A – GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME	4
WHAT ARE THE OBJECTIVES OF THE ERASMUS+ PROGRAMME?	6
PRIORITIES OF THE ERASMUS+ PROGRAMME	7
IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME.....	11
WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME?	15
WHAT IS THE BUDGET?	18
WHO IMPLEMENTS THE ERASMUS+ PROGRAMME?	19
WHAT OTHER BODIES ARE INVOLVED IN THE IMPLEMENTATION OF THE PROGRAMME?	21
WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?.....	32
Part B – INFORMATION ABOUT THE ACTIONS COVERED BY THIS GUIDE	37
WHICH ACTIONS ARE PRESENTED IN THIS GUIDE?	37
KEY ACTION 1: LEARNING MOBILITY OF INDIVIDUALS	39
WHAT IS A MOBILITY PROJECT?	40
MOBILITY PROJECTS FOR HIGHER EDUCATION STUDENTS AND STAFF	42
ERASMUS ACCREDITATION IN THE FIELDS OF VOCATIONAL EDUCATION AND TRAINING, SCHOOL EDUCATION AND ADULT EDUCATION	73
MOBILITY FOR LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING.....	82
MOBILITY FOR PUPILS AND STAFF IN SCHOOL EDUCATION	103
MOBILITY FOR LEARNERS AND STAFF IN ADULT EDUCATION	123
LEARNING MOBILITY IN THE FIELD OF YOUTH.....	143
ERASMUS ACCREDITATION IN THE FIELD OF YOUTH	144
MOBILITY OPPORTUNITIES FOR ACCREDITED ERASMUS ORGANISATIONS IN THE FIELD OF YOUTH.....	149
MOBILITY PROJECTS FOR YOUNG PEOPLE – ‘YOUTH EXCHANGES’	152
MOBILITY PROJECTS FOR YOUTH WORKERS.....	165
YOUTH PARTICIPATION ACTIVITIES	180
MOBILITY PROJECTS FOR YOUNG PEOPLE - “DISCOVEREU INCLUSION ACTION”	196
MOBILITY OF STAFF IN THE FIELD OF SPORT	206
ERASMUS+ VIRTUAL EXCHANGES	216
KEY ACTION 2: COOPERATION AMONG ORGANISATIONS AND INSTITUTIONS	224
PARTNERSHIPS FOR COOPERATION	227
COOPERATION PARTNERSHIPS	235
SMALL-SCALE PARTNERSHIPS	244
EUROPEAN PARTNERSHIPS FOR SCHOOL DEVELOPMENT.....	251
PARTNERSHIPS FOR EXCELLENCE	258

CENTRES OF VOCATIONAL EXCELLENCE	259
ERASMUS MUNDUS ACTION	274
PARTNERSHIPS FOR INNOVATION	289
ALLIANCES FOR INNOVATION	290
CAPACITY BUILDING IN HIGHER EDUCATION	314
CAPACITY BUILDING IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING (VET)	332
CAPACITY BUILDING IN THE FIELD OF YOUTH	343
CAPACITY BUILDING IN THE FIELD OF SPORT	352
NOT-FOR-PROFIT EUROPEAN SPORT EVENTS	358
KEY ACTION 3: SUPPORT TO POLICY DEVELOPMENT AND COOPERATION	364
EUROPEAN YOUTH TOGETHER	366
JEAN MONNET ACTIONS	375
JEAN MONNET ACTIONS IN THE FIELD OF HIGHER EDUCATION.....	376
JEAN MONNET ACTIONS IN OTHER FIELDS OF EDUCATION AND TRAINING	392
JEAN MONNET POLICY DEBATE	403
PART C – INFORMATION FOR APPLICANTS	413
HOW TO SUBMIT AN ERASMUS+ APPLICATION?	413
STEP 1: REGISTRATION	414
STEP 2: CHECK THE COMPLIANCE WITH THE PROGRAMME CRITERIA	415
STEP 3: CHECK THE FINANCIAL CONDITIONS	426
STEP 4: FILL IN AND SUBMIT THE APPLICATION FORM.....	433
PART D – GLOSSARY OF TERMS	443

PART A – GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the 2021-2027 period. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding, and the successful transition to the labour market. Building on the success of the programme in the 2014-2020 period, Erasmus+ strengthens its efforts to increase the number of opportunities offered to even more participants and to a wider range of organisations, focusing on the qualitative impact of the Programme and contributing to more inclusive and cohesive, greener, and digitally fit societies.

European citizens need to be better equipped with the knowledge, skills and competences necessary in a dynamically changing society that is increasingly mobile, multicultural and digital. Spending time in another country to study, to learn and to work should become the standard, and the opportunity to learn two other languages in addition to one's mother tongue should be offered to everyone. The Programme is a key component supporting the objectives of the European Education Area, the Digital Education Action Plan 2021-2027, the European Union Youth Strategy and the European Union Work Plan for Sport (2024-27). The Programme also strongly supports the Union of Skills initiative and the EU Preparedness Union Strategy.

The Programme meaningfully contributes to the Union of Skills initiative by supporting people in developing basic skills, increasing the attractiveness of teaching professions, stimulating entrepreneurship and innovation, supporting cutting edge knowledge and academic excellence, facilitating skill and qualification recognition, enabling labour market integration and bridging Europe's knowledge, skills, and competences gap. EU businesses need to become more competitive through talent and innovation. This investment in knowledge, skills, and competences will benefit individuals, institutions, businesses, organisations, and society as a whole by contributing to sustainable growth and ensuring equity, prosperity, and social inclusion in Europe and beyond.

Furthermore, in line with the objectives of the new European Innovation Agenda on supporting talent development for boosting Europe's innovation capacity, developing digital skills and competences and skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, and big data analysis, is essential for Europe's future sustainable growth and cohesion

To increase the qualitative impact of its actions and ensure equal opportunities, the Programme will reach out more and better to people of different ages and from diverse cultural, social and economic backgrounds, with the aim of leaving no one behind. It is at the heart of the Programme to come closer to those with fewer opportunities, including people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties. In doing so, the Programme will also encourage its participants, young people in particular, to engage and learn to participate in civic society, raising awareness about European Union common values. In 2026, the Programme will also continue the effort to mitigate the socio-economic and educational consequences of the Russia's war of aggression against Ukraine, including by supporting projects that promote educational activities and facilitate the integration of people fleeing the war in Ukraine into their new learning environments, as well as activities supporting organisations, learners and staff in Ukraine.

Another challenge relates to the Europe-wide trends of limited participation in democratic life and low levels of knowledge and awareness about European matters, as well as their impact on the lives of all European citizens. Many people are reluctant or face difficulties in actively engaging and participating in their communities or in the European Union's political and social life. Strengthening European identity and the participation of young people in democratic processes is of paramount importance for the European Union's future. As the COVID-19 pandemic has shown, access to education is proving to be essential to ensuring swift recovery from crises. This can also be achieved through non-formal learning activities, which aim to enhance the skills and competences of young people and adult learners, as well as their active citizenship. In line with the EU Preparedness Union Strategy, the Programme contributes to enhancing social

cohesion and development of social and intercultural competences. It also supports activities focused on critical thinking and digital and media literacy, and thus helps prevent and counter disinformation and fake news.

In line with the European Union's priorities in making its economy sustainable, Erasmus+ projects should be designed in an eco-friendly manner and should incorporate green practices in all facets. Organisations and participants involved should have an environment-friendly approach when designing their projects, which will encourage them to discuss and learn about environmental issues, make them think about what can be done to make projects more sustainable on their level, and help them come up with greener ways of implementing their activities.

Supporting and facilitating the transnational and international cooperation between organisations in the fields of education, training, youth and sport is essential to empowering people with more key competences, reducing early school leaving, and recognising competences acquired through formal, informal, and non-formal learning. It facilitates the circulation of ideas, the transmission of best practices and expertise, and the development of digital capabilities. This contributes to a high-quality education while strengthening social cohesion. The Erasmus+ Programme is one of the European Union's most visible success stories. It builds on the achievements of more than 35 years of European programmes in the fields of education and training, youth and sport, covering both the intra-European and the international partnerships dimension.

The Erasmus+ Programme Guide 2026 constitutes an integral part of the Erasmus+ Call for proposals 2026 (hereinafter the 'Call') and sets out the conditions for participation and funding for the Call. As such, it is based on and subject to the provisions of the Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education, training, youth and sport¹ (hereinafter 'Erasmus+ Regulation') as well as of the 2026 Annual Work Programme of Erasmus+. Actions included in the Call are subject to modifications through the publication of a corrigendum. Potential applicants are invited to regularly consult the Erasmus+ website as well as the Erasmus+ Annual Work Programme and its amendments. Regulation (EU, Euratom) 2024/2509 of the European Parliament and of the Council of 23 September 2024 on the financial rules applicable to the general budget of the Union (recast) (hereinafter 'EU Financial Regulation') applies. The implementation of the Call is also subject to the availability of the appropriations provided for in the draft budget after the adoption of the budget for the year by the EU Budgetary Authority or as provided for in the system of provisional twelfths.

¹ <https://eur-lex.europa.eu/eli/reg/2021/817/oj/eng>

WHAT ARE THE OBJECTIVES OF THE ERASMUS+ PROGRAMME?

GENERAL OBJECTIVE

The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation and to strengthening European identity and active citizenship. As such, the Programme shall be a key instrument for building the European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training with its underlying sectoral agendas. In addition, it is key in advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

SPECIFIC OBJECTIVES

The Programme has the following specific objectives:

- to promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;
- to promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;
- to promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.

PRIORITIES OF THE ERASMUS+ PROGRAMME

INCLUSION AND DIVERSITY

The Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organisations and participants with fewer opportunities themselves are at the heart of these objectives. With this in mind, the programme puts mechanisms and resources at their disposal. When designing their projects and activities, organisations should have an inclusive approach, making them accessible to a diverse range of participants.

National Agencies are also vital in supporting projects with a view to be as inclusive and diverse as possible. Based on the overall principles and mechanisms at the European level, National Agencies will draw up inclusion and diversity plans to best address the needs of participants with fewer opportunities and to support the organisations working with these target groups in their national context. At the same time, the SALTO Resource Centres supporting the implementation of the Programme are also key players in promoting and rolling out inclusion and diversity measures, in particular in regard to gathering knowledge and conceiving and running capacity-building activities for National Agency staff and programme beneficiaries. Likewise, the European Education and Culture Executive Agency (EACEA) plays an equally important role for the programme strands that are managed in direct management. In third countries not associated to the Programme, EU Delegations and, where they exist, the National Erasmus+ Offices (NEOs) and Erasmus+ Focal Points are key in bringing the programme closer to the relevant target groups.

In order to implement these principles, the **Framework on inclusion measures**² as well as the **Inclusion and Diversity Strategy**³ covering all programme fields have been developed to support easier access to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities. They also set up the space and mechanisms for projects which intend to work on inclusion and diversity-related issues. The Strategy aims to help address the barriers different target groups may face in accessing such opportunities within Europe and beyond.

The list of such potential barriers, spelt out below, is not exhaustive and is meant to provide a reference in taking action with a view to increasing accessibility and outreach to people with fewer opportunities. These barriers can hinder their participation, both as stand-alone factors and in combination:

- **Disabilities:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others⁴.
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents someone from participating in the programme.
- **Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while possibly linked to personal circumstances, mostly result from educational systems which create structural limitations and/or do not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.
- **Cultural differences:** While cultural differences may be perceived as barriers by people from any background, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – including but not limited to newly-arrived migrants, people belonging to a national or ethnic minority, sign language users, or people with linguistic adaptation and cultural inclusion difficulties. Being exposed to foreign languages and cultural differences

² Commission Implementing Decision - framework of inclusion measures of Erasmus+ and European Solidarity Corps 2021-27: <https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27>

³ Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en

⁴ For more information on this topic, please see the United Nations Convention on the Rights of Persons with Disabilities: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

when taking part in any kind of programme activities may put some individuals off and in a way limit the benefits from their participation. Such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.

- **Social barriers:** Social adjustment difficulties, such as limited social competences, anti-social or high-risk behaviours; (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances - for instance, being the first in the family to access higher education or being a parent (especially a single parent or parents with young children in lack of wider informal childcare networks), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.
- **Economic barriers:** Economic disadvantage, for instance a low living standard, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that need to be "mobile" together with the participant when participating in activities away from their place of residence or, all the more, abroad.
- **Barriers linked to discrimination:** Barriers can occur as a result of discrimination linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned kinds of discrimination).
- **Geographical barriers:** Living in, for example, remote or rural areas, on small islands or in peripheral/outermost regions⁵, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries may constitute a barrier.

DIGITAL TRANSFORMATION

To support the successful digital transformation and address societal challenges such as AI or disinformation more effectively Europe needs education, training and youth systems that are fit for the digital age. In line with the strategic priorities of the **Digital Education Action Plan** (2021-2027)⁶ and the two Council Recommendations⁷ adopted in November 2023 on a) the key enabling factors for successful digital education and training, and b) improving the provision of digital skills in education and training, the Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content.

The programme will support the first strategic priority of the Action Plan, the development of a high-performing digital education ecosystem, by building capacity and critical understanding on how to exploit the opportunities offered by digital technologies for teaching and learning in all types of education and training institutions at all levels and for all sectors, and to develop and implement digital transformation plans for educational institutions.

The programme will also support the second strategic priority of the Action Plan by supporting actions aimed at enhancing digital skills and competence development at all levels of society and for everyone (including young people with fewer opportunities, students, job seekers and workers). The focus will be on fostering both basic and advanced digital skills as well as digital literacy, which has become essential for everyday life and for enabling people to participate fully in civil society and democracy.

In line with these two strategic priorities of the Action Plan, the European Digital Education Hub⁸ was established to reinforce cooperation on digital education at the EU level and to contribute to exchange of good practices, co-creation

⁵ The European Union counts nine outermost regions. These are French Guiana, Guadeloupe, Martinique, Mayotte, Reunion Island and Saint-Martin (France), Azores and Madeira (Portugal), and the Canary Islands (Spain).

⁶ European Education Area – Digital Education Action Plan (2021-2027): https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

⁷ Council Recommendation on the key enabling factors for successful digital education and training: <https://data.consilium.europa.eu/doc/document/ST-15741-2023-INIT/en/pdf>; Council Recommendation on improving the provision of digital skills and competences in education and training: <https://data.consilium.europa.eu/doc/document/ST-15740-2023-INIT/en/pdf>

⁸ <https://education.ec.europa.eu/focus-topics/digital-education/action-plan/european-digital-education-hub>

and experimentation. The aim of the Hub is to support Member States through closer cross-sectoral cooperation by addressing digital education and training in a lifelong learning perspective. The Hub connects national authorities, the private sector, experts, researchers, education and training providers and civil society through a more agile development of policy and practice in digital education.

In order to implement this policy framework through the Programme, a **Digital Strategy**⁹ covering all programme fields have been designed with the aim to help programme beneficiaries and implementing actors to successfully develop the digital dimension of funded projects.

The Programme should reach out to a larger target group both within and beyond the Union by a greater use of information, communication and technology tools, combined use of physical mobility and virtual learning and virtual cooperation.

ENVIRONMENT AND FIGHT AGAINST CLIMATE CHANGE

Environment and climate action are key priorities for the EU now and in the future. The **European Green Deal Communication**¹⁰ is the European new growth strategy recognising the key role of schools, training institutions and universities in engaging with pupils, parents, and the wider community on the changes needed for a successful transition to climate neutrality by 2050. In addition, the **Council Recommendation on learning for the green transition**¹¹ emphasizes the need to provide learners of all ages with opportunities to find out about the climate crisis and sustainability through both formal and non-formal education, and to make learning for the green transition a priority in education and training policies and programmes. Sustainability should become a part of the entire spectrum of education and training, including curricula and professional development for educators, as well as buildings, infrastructure and operations.

The Erasmus+ programme is a key instrument for building the knowledge, skills, and attitudes on climate change and supporting sustainable development within the European Union and beyond.

In order to implement this policy framework through the Programme, a **Strategy on green transition and sustainable development**¹² covering all programme fields have been designed with the aim to help programme beneficiaries and implementing actors to successfully develop the green dimension of funded projects.

The Programme will increase the number of mobility opportunities in green forward-looking domains, which foster the development of competences, enhance career prospects and engage participants in strategic areas for sustainable growth, with special attention to rural development (sustainable farming, management of natural resources, soil protection, bio-agriculture). Moreover, Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more environmentally responsible behavior.

Environment and the fight against climate change is a horizontal priority in selecting projects. Priority will be given to projects aimed at developing competences in various green sectors, including those within the framework of the contribution from education and culture to sustainable development goals, developing green sectorial skills strategies and methodologies and future-oriented curricula, as well as initiatives that support the planned approaches of the participating organisations regarding environmental sustainability.

The Programme supports the use of innovative practices to make learners, staff and youth workers true actors of change (e.g., save resources, reduce energy use, waste and carbon footprint, opt for sustainable food and mobility choices).

⁹ Implementation guidelines - Erasmus+ and European Solidarity Corps Digital Strategy: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-digital_en

¹⁰ European Commission – The European Green deal: https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

¹¹ Council recommendation on learning for the green transition and sustainable development: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(01))

¹² Implementation guidelines - Erasmus+ and European Solidarity Corps Green Strategy: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-green_en

Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, cultural values, awareness, and more generally support active engagement for sustainable development.

Therefore, organisations and participants involved should strive to incorporate green practices in all projects when designing activities, which will encourage them to discuss and learn about environmental issues, to reflect about local actions and to come up with greener ways of implementing their activities.

Platforms such as the European School Education Platform (including eTwinning) and EPALe will continue to produce support materials and facilitate the exchange of effective educational practices and policies for environmental sustainability. Erasmus+ is also a powerful instrument to reach out to and engage with a wide spectrum of players in our society (schools, universities, VET providers, youth and sport organisations, NGOs, local and regional authorities, civil society organisations, etc.) who can become active agents in the transition towards climate neutrality by 2050.

PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT

The Erasmus+ Programme addresses the challenges and barriers that limit citizens' participation in democratic processes, contributes to their increased awareness and understanding of the European Union and supports them in overcoming the difficulties in actively engaging and participating in their communities and in the Union's political and social life. Strengthening citizens' understanding of the European Union from an early age is crucial for the Union's future. In addition to formal education, non-formal learning can enhance the citizens' understanding of the European Union and foster a sense of belonging.

The Programme promotes active citizenship and ethics in lifelong learning by encouraging projects and activities that foster the development of social and intercultural competences, critical thinking and media literacy. Priority is given to projects that offer opportunities for people's participation in democratic life, as well as social and civic engagement, through meaningful formal or non-formal learning experiences. The focus is put on raising awareness of and understanding the European Union context, notably in regards the common EU values¹³ and the principles of unity and diversity, as well as their social, cultural and historical heritage.

In the field of youth, the Youth Participation Strategy¹⁴ has been designed to provide a common framework and support the use of the Programme to foster youth participation in democratic life. The Strategy aims to improve the quality of youth participation in the Programme and complements key EU Youth Policy documents, such as the EU Youth Strategy and the EU Youth Goals¹⁵. The Youth Participation Toolkit¹⁶ accompanies the Strategy and aims to, in practical terms, to provide know-how, recommendations, tools and practical guidance on addressing this horizontal priority with young people and in each of the actions of the Programme.

¹³ EU values are set out in Article 2 of the Treaty of European Union and briefly defined here: https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en

¹⁴ Youth Participation Strategy: <https://participationpool.eu/resource-category/youth-participation/youth-participation-strategy/>

¹⁵ European Youth Goals: https://youth.europa.eu/strategy/european-youth-goals_en

¹⁶ Youth Participation Toolkit: <https://participationpool.eu/toolkit/>

IMPORTANT FEATURES OF THE ERASMUS+ PROGRAMME

The following features of the Programme deserve special attention:

RESPECT FOR EU VALUES

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

In line with the grant agreements, the beneficiary's grant may be terminated or reduced if such provisions are not respected.

PROTECTION, HEALTH AND SAFETY OF PARTICIPANTS

The protection, health and safety of participants involved in the Erasmus+ projects are important principles of the Programme. All participants should have the opportunity to take full advantage of the possibilities for personal and professional development and learning offered through Erasmus+. This should be assured in a safe environment which respects and protects the rights of all persons, their physical and emotional integrity, their mental health and their wellbeing.

Each organisation participating in the Programme must have in place effective procedures and arrangements to promote and guarantee the safety, protection and non-discrimination of the participants in their activities. When necessary, adults should accompany underage participants (pupils, VET learners, young people) in mobility activities. Accompanying adults should ensure sufficient quality of the learning component of the mobility as well as the protection and safety of underage participants.

In addition, all pupils, students, trainees, apprentices, adult learners, young people and staff involved in mobility activities under all Key Actions of the Erasmus+ Programme must be insured against the risks linked to their participation in these activities. The Programme leaves it up to project organisers to seek the most suitable insurance policy according to the type of project carried out and to the insurance formats available at national level. Furthermore, it is not necessary to subscribe to a project-specific insurance, if the participants are already covered by existing insurance policies of the project organisers.

In either case, the following areas must be covered:

- wherever relevant, travel insurance (including damage or loss of luggage)
- third party liability (including, wherever appropriate, professional indemnity or insurance for responsibility)
- accident and serious illness (including permanent or temporary incapacity)
- death (including repatriation in case of projects carried out abroad).

If applicable, it is strongly recommended that participants in transnational activities are in possession of a European Health Insurance Card. This is a free card that gives access to medically necessary, state-provided healthcare during a temporary stay in any of the 27 EU countries, Iceland, Liechtenstein and Norway, under the same conditions and at the same cost (free in some countries) as people insured in that country. More information on the card and on how to obtain it is available at <http://ec.europa.eu/social/main.jsp?catId=559>.

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

MULTILINGUALISM

Multilingualism is one of the cornerstones of the European project and a powerful symbol of the EU's aspiration to be united in diversity. Foreign languages have a prominent role among the skills that will help equip people better for the

labour market and make the most of available opportunities. The EU has set the goal that every citizen should have the opportunity to learn at least two foreign languages from an early age.

The promotion of language learning and linguistic diversity is one of the specific objectives of the Programme. The lack of language competences is one of the main barriers to participation in European education, training and youth programmes. The opportunities put in place to offer linguistic support are aimed to make mobility more efficient and effective, to improve learning performance and therefore contribute to the specific objective of the Programme.

The programme will offer language learning support to mobility activity participants. This support will mainly be offered via the Erasmus+ Online Language Support (OLS) platform, adapted as necessary to individual sectors, as e-learning offers advantages for language learning in terms of access and flexibility. The Erasmus+ Online Language Support (OLS) will allow participants to assess, practice and improve their knowledge of languages. In addition to OLS, other forms for linguistic support may be offered to support the language learning needs of particular target groups – such as the use of sign language or braille, which can be financed through the dedicated financial inclusion support category.

Within the framework of cooperation projects, language teaching and learning will also be encouraged. Innovation and good practices aiming to promote language skills can include, for example, teaching and assessment methods, development of pedagogical material, research, computer assisted language learning and entrepreneurial ventures using foreign languages.

The European Commission has established the **European Language Label (ELL)** awards to recognise quality, to support the sharing of results of excellent projects in the area of multilingualism, and to promote public interest in language learning. National Agencies will award the ELL annually or biennially to education and training organisations that have completed an Erasmus+ project granted by a National Agency with outstanding results in the area of language learning and teaching. In addition to the selection among Erasmus+ projects, the National Agency may decide to award the ELL to other initiatives with comprehensive, inclusive or innovative approaches to the teaching and learning of languages.

INTERNATIONAL DIMENSION

Erasmus+ includes a strong international dimension (i.e. cooperation with third countries not associated to the Programme) in mobility, cooperation and policy dialogue activities. It supports European organisations in facing the global challenges brought about by globalisation, climate change and the digital transition, notably through an intensification of international mobility and cooperation with third countries and to strengthen the role of the European Union as a global actor. It enhances societal links through mobility, exchanges and capacity building, nurturing social resilience, human development, employability, active participation and ensuring regular channels for people-to-people cooperation by promoting values, principles and interests around common priorities. Activities offer a response to the challenges of quality, modernisation and employability through an increased relevance and responsiveness of education for a green and sustainable socio-economic recovery, growth and prosperity in third countries not associated to the Programme, contributing to human and institutional development, digital transition, growth and jobs, good governance and peace and security. The engagement of the young people in third countries not associated to the Programme is a key element in the process of building societies that are more resilient and are based on mutual trust and intercultural understanding.

RECOGNITION AND VALIDATION OF SKILLS AND QUALIFICATIONS

Erasmus+ supports EU transparency and recognition tools for competences, skills and qualifications – in particular Europass (including European Digital Credentials for Learning), Youthpass, the European Qualifications Framework (EQF), the European Skills, Competences, Qualifications and Occupations classification (ESCO), the European Credit Transfer and Accumulation System (ECTS), the European Quality Assurance Reference Framework (EQAVET), the European Quality Assurance Register (EQAR), the European Association for Quality Assurance in Higher Education (ENQA) – as well as EU-wide networks in the field of education and training supporting these tools, in particular the National Academic Recognition Information Centre (NARIC), Euroguidance networks, the National Europass Centres and the EQF National Coordination Points. A common purpose of these tools is to ensure that competences, skills and qualifications can be more easily recognised and are better understood, within and across national borders, in all sub-systems of education

and training as well as in all sectors of the labour market, no matter whether these were acquired through formal education and training or through other learning experiences (e.g., work experience; volunteering, online learning).

In order to fulfil these objectives, the tools available should be able to cater for new phenomena, such as internationalisation of education and training and growing use of digital learning and digital credentialing, as well as support the creation of flexible learning pathways in line with learners' needs and objectives. The tools should also enhance comparability and portability of skills, competences and qualifications across borders, allowing learners and workers to move freely for learning or working.

A number of long-standing policy documents guide the implementation and further development of these tools, including the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning, the Decision (EU) 2018/646 of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass) and the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. In addition to these horizontal policy documents, thematic strategies such as the Youthpass Strategy¹⁷ and the European Training Strategy (ETS)¹⁸ in the field of youth aim at offering further support to developments in these areas.

COMMUNICATING PROJECTS AND THEIR RESULTS TO MAXIMISE IMPACT

Communicating projects and their results is crucial to ensure impact on different levels. Depending on the action, applicants for funding under Erasmus+ are required to plan their communication activities aimed at sharing information about their project and results during and beyond the project life cycle. Project applications will be evaluated based on relevant criteria to ensure that these aspects are covered. The level and intensity of communication and dissemination activities should be proportional to the objectives, the scope and the targets of the different actions of Erasmus+. Beneficiaries of Erasmus+ funding must follow the communication guidelines for project beneficiaries¹⁹ prepared by the European Commission, and monitor and evaluate the success of their communication activities, both qualitatively and quantitatively.

As indicated in the communication guidelines, beneficiaries must clearly acknowledge the European Union's support in all communication and dissemination activities and products, such as events, websites, visual material, and publications. In particular, they must ensure that the European Union emblem is included in all communication materials and that it respects the provisions laid out in the grant agreement or grant decision²⁰. The beneficiary's grant may be reduced if such provisions are not respected.

Beneficiaries shall design a communication strategy and a communication plan by taking into consideration the following factors.

- **The communication objectives:** Applicants should identify what they would like to achieve with specific communication activities, i.e., to raise awareness, promote societal values, develop new partnerships for the future or influence policies and practices.
- **The audience or target group:** Applicants need to define the people they would like to reach out to and that could make use of project results. The audience or target group should be defined as specifically as possible. It can be the general public, specific stakeholders, experts and other interested parties, decision-makers, media etc.
- **The channels and activities** to reach the target audience: applicants need to choose the channels and activities that are the most effective and appropriate to meet the needs of their chosen targets, such as social media, events, publications.
- **The project results** (outputs and outcomes) such as a good practice guide, a practical tool or product, research report of study, what knowledge and skills were gained and so on. Results should also be shared or promoted via the

¹⁷ Youthpass Strategy: <https://www.youthpass.eu/en/about-youthpass/youthpass-strategy/>

¹⁸ European Training Strategy (ETS): <https://europeantrainingstrategy.eu/>

¹⁹ How to communicate your project: <https://op.europa.eu/en/publication-detail/-/publication/429c34ff-7231-11ec-9136-01aa75ed71a1/language-en/format-PDF/source-248841143>

²⁰ Guidance on how to use the European Commission visual identity, including the European Union emblem, can be found at https://ec.europa.eu/info/resources-partners/european-commission-visual-identity_en#documents and https://commission.europa.eu/system/files/2021-05/eu-emblem-rules_en.pdf

Erasmus+ Project Result Platform (https://ec.europa.eu/programmes/erasmus-plus/projects_en).

- **The timing:** Applicants need to effectively plan when different activities take place (linking it to work plan/ milestones), agree on realistic targets and ensure flexibility depending on the project progress, the change in needs of the target audience or group as well as development in policy and procedure.
- **Key performance indicators (KPIs):** Performance indicators are a valuable management tool in monitoring progress (and allowing adjustments if needed) during the implementation of the communication and dissemination activities as well as evaluating the degree of success in achieving their objectives. KPIs should be consistent with the corporate Communication Network Indicators²¹.

ERASMUS+ OPEN ACCESS REQUIREMENT FOR EDUCATIONAL MATERIALS

Erasmus+ promotes open access to project outputs to support learning, teaching, training, and youth work. In particular, Erasmus+ beneficiaries are obliged to make any educational resources and tools which are produced in the context of projects supported by the Programme – documents, media, software or other materials - freely available to the public under an open license. The materials should be easily accessible and retrievable without cost or limitations, and the open license must allow the public to use, reuse, adapt and share the resource. Such materials are known as 'Open Educational Resources' (OER). To achieve this aim, the resources should be uploaded in an editable digital form and on a suitable and openly accessible platform. While Erasmus+ encourages beneficiaries to apply the most open licenses²², beneficiaries may choose licenses that impose some limitations, e.g. restrict commercial use by others, or commit others to apply the same license on derivative works, provided that this is appropriate to the nature of the project and to the type of material in question, and that it still allows the public to use, reuse, adapt and share the resource. The open access requirement is obligatory and is without prejudice to the intellectual property rights of the grant beneficiaries.

ERASMUS+ OPEN ACCESS FOR RESEARCH AND DATA

Erasmus+ encourages beneficiaries to publish research outputs through open access pathways, i.e., in ways which are free of cost or other access restrictions for users. Beneficiaries are also encouraged to apply open licenses to research outputs. Whenever possible, data collected through projects should be published as 'open data', i.e., with an open license, in a suitable format and on a suitable open data platform.

²¹ Communication Network Indicators and the supporting guide can be found here:

<https://commission.europa.eu/system/files/2023-02/2022%20EC%20Comm%20indicators.pdf>

²² E.g., the widely used Creative Commons Attribution or Creative Commons Attribution-Share Alike licenses for creative works, the GNU Public License and GNU Lesser Public License for software, or the Open Database License for databases.

WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME?

In order to achieve its objectives, the Erasmus+ Programme foresees the implementation of the following Key Actions in the 2021-2027 period:

KEY ACTION 1 – MOBILITY OF INDIVIDUALS

This Key Action supports:

- **Mobility of learners and staff:** Opportunities for pupils, students, adult learners, trainees and young people, as well as for professors, teachers, trainers, educators, youth workers, sport staff, staff of education institutions and civil society organisations to undertake a learning and/or professional experience in another country.
- **Youth participation activities:** Youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations to help young people 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.
- **Mobility of staff in the field of sport:** Staff of sport organisations, primarily in grassroots sports, are provided the opportunity to improve their competences and qualifications and acquire new skills through learning mobilities and spending a period of time abroad, thus contributing to the capacity-building and development of sport organisations. This action supports the professional development of coaches and other staff (both paid staff and volunteers) in grassroots sport. Staff in non-grassroots sport, including those engaged in dual sport and non-sport careers, can also enhance the learning impact and knowledge transfer for grassroots sport staff and organisations. Learning mobility opportunities for staff in non-grassroots sport may be supported where the participation of such staff can benefit grassroots sport.
- **DiscoverEU:** The action offers 18-year-olds the opportunity to have a short-term individual or group travel experience throughout Europe. As an informal learning activity, DiscoverEU aims at fostering the sense of belonging to the European Union of the participants and allow them to explore its cultural diversity. It also seeks to equip young people with skills and competences of value to their future lives, as well as inspire them to embrace sustainable travel in particular and environmental conscience in general. DiscoverEU includes a general action, where the young people can apply directly on the European Youth Portal, as well as an inclusion action. The **DiscoverEU Inclusion Action** targets young people with fewer opportunities, aged between 18 and 21, to facilitate their participation in DiscoverEU on equal footing with their peers.
- The programme offers **language learning opportunities** to participants carrying out a mobility activity abroad. This support will mainly be offered via the Erasmus+ Online Language Support (OLS) tool, adapted as necessary to individual sectors, as e-learning offers advantages for language learning in terms of access and flexibility. In particular cases when online learning is not the best tool to reach the target group, additional forms of language support will be offered.
- **Virtual exchanges in higher education and youth:** This action gives the opportunity to organise online people-to-people activities that promote intercultural dialogue and soft skills development between individuals from third countries not associated to the programme, EU Member States or third countries associated to the programme. They take place in small groups and are always moderated by a trained facilitator.

KEY ACTION 2 – COOPERATION AMONG ORGANISATIONS AND INSTITUTIONS

This Key Action supports:

Partnerships for Cooperation, including:

- **Cooperation Partnerships:** The primary goal of Cooperation Partnerships is to allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities, and through exchanging or developing new practices and methods as well as sharing and confronting ideas.
- **Small-scale Partnerships:** This action aims to widen access to the programme for small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport. With lower grant amounts awarded to organisations, shorter duration and simpler administrative requirements compared to the Cooperation Partnerships, this action aims at reaching out to grassroots organisations, newcomers to the Programme and less experienced organisations, reducing entry barriers to the

Programme for organisations with smaller organisational capacity.

- **European Partnerships for School Development:** This action fosters the development of supportive structures that can give a strategic, overarching dimension to the efforts of schools and teachers implementing cooperation and mobility projects on the ground, so that their results can become sustainable and accessible to all.

Partnerships for Excellence, including:

- **European Universities:** This action supports the emergence of bottom-up alliances of higher education institutions which will bring cross-border cooperation to the next level of ambition through the development of joint long-term strategies for top-quality education, research and innovation based on a common vision and shared values.
- **Centres of Vocational Excellence (CoVE):** This action supports a bottom-up approach to vocational excellence involving a wide range of local stakeholders enabling VET institutions to rapidly adapt skills provision to evolving economic and social needs. They operate in a given local context, creating skills ecosystems for innovation, regional development, and social inclusion, while working with CoVEs in other countries through international collaborative networks. It provides opportunities for the initial training of young people as well as the continuing up-skilling and re-skilling of adults through a flexible and timely offer of training that meets the needs of a dynamic labour market, including in the context of the green and digital transitions.
- **Erasmus+ Teacher Academies:** The overall objective of this action is to create European partnerships of teacher education and training providers to set up Erasmus+ Teacher Academies that will develop a European and international outlook in teacher education. The Academies will embrace multilingualism and cultural diversity, develop teacher education in line with the EU's priorities in education policy and contribute to the objectives of the European Education Area.
- **Erasmus Mundus Action:** This action aims at fostering excellence and world-wide internationalisation of higher education institutions via study programmes – at master course level – jointly delivered and jointly recognised by higher education institutions established in Europe, and open to institutions in other countries of the world.

Partnerships for Innovation, including:

- **Alliances for Innovation:** This action aims at fostering strategic cooperation between key players in higher education and vocational education and training, business and research – the "knowledge triangle" – to foster innovation and modernisation of education and training systems in identifying and supplying the right set of skills, knowledge and competences to match the future labour market demand in sectors and fields that are strategic for Europe's sustainable growth and competitiveness.
- **Forward-looking Projects:** This action aims to foster innovation, creativity and participation, as well as social entrepreneurship in different fields of education and training. It will support forward-looking ideas based around key European priorities, and that have the potential of becoming mainstreamed and giving input for improving education and training systems, as well as to bring a substantial innovative effect in terms of methods and practices to all types of learning and active participation settings for Europe's social cohesion.

Capacity Building projects, including:

- **Capacity Building projects in the field of higher education:** This action supports international cooperation projects based on multilateral partnerships between organisations active in the higher education field in EU Member States or third countries associated to the programme and third countries not associated to the programme. They aim to support the relevance, quality, modernisation and accessibility and of higher education in third countries not associated to the programme as a driver of sustainable socio-economic development.
- **Capacity Building projects in the field of vocational education and training:** This action in the field of Vocational Education and Training supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member States, third countries associated to the programme and third countries not associated to the programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the programme, as a driver of sustainable socio-economic development.
- **Capacity Building projects in the field of youth:** This action supports cooperation and exchange in the field of youth between organisations in EU Member States, third countries associated to the programme and third countries not associated to the Programme, and covers non-formal learning activities, with a focus on raising the capacity of organisations working with young people outside formal learning, while ensuring the active participation of young people.

- **Capacity Building projects in the field of sport:** The action will support international cooperation projects based on multilateral partnerships between organisations active in the field of sport in EU Member States, third countries associated to the programme and third countries not associated to the programme. They aim to support sport activities and policies in third countries not associated to the programme as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

Not-for-profit sport events: This action will support the preparation, organisation and follow-up of not-for-profit sport events, organised either in one single country or in several countries by not-for-profit organisations or public bodies active in the field of sport. These events will aim at increasing the visibility of the Erasmus+ sport actions as well as raise awareness on the role of sport in promoting social inclusion, equal opportunities and health-enhancing physical activities.

In addition to the actions listed above, **online platforms** such as **the European School Education Platform** (including **eTwinning**), the **Electronic Platform for Adult Learning in Europe (EPALE)**, and the **European Youth Portal** will offer virtual collaboration spaces, partner-finding databases, communities of practice and other online services for teachers, trainers, youth workers, policy makers and other practitioners, as well as for pupils, young people and adult learners in Europe and beyond.

KEY ACTION 3 – SUPPORT TO POLICY DEVELOPMENT AND COOPERATION

This Key Action supports:

The **European Youth Together** action, targeting both youth organisations at grassroots level and larger organisations and supporting partnerships across borders. Activities under this action should contribute to widening the outreach towards young people to ensure a diversity of voices and reach a diverse range of young people within and beyond youth organisations, including youth with fewer opportunities. They should involve a variety of traditional and digital channels and facilitate the development of partnerships and networks, enabling participation and access for grassroots NGOs and youth movements.

In addition, this Key Action covers:

- Actions aimed at preparing and supporting the implementation of the EU policy agenda on education, training, youth and sport, including sectoral agendas for higher education, vocational education and training, schools and adult learning, and in particular by facilitating the governance and functioning of the **Open Methods of Coordination**.
- Carrying out European **policy experimentations**, led by high-level public authorities and involving field trials on policy measures in several countries based on sound evaluation methods. In line with the EU Youth Strategy, financial support will also be provided to the structures animating the National Working Groups designated by each national authority in the frame of the EU Youth Dialogue at national level.
- Actions aimed at gathering evidence and knowledge about education, training, youth and sport systems and policies at national and European levels, with a view to facilitate reasoned policymaking. Evidence gathering and analysis will be undertaken through **EU-wide or international surveys and studies as well as thematic and country-specific expertise**.
- Actions which facilitate **transparency and recognition of skills and qualifications, as well as the transfer of credits**, to foster quality assurance, support validation of non-formal and informal learning, skills management and guidance. This area will also include the support to national and European-level bodies or networks that facilitate cross-European exchanges, as well as the development of flexible learning pathways between different fields of education, training and youth and across formal, non-formal and informal learning settings.
- Actions that foster **policy dialogue with stakeholders within and outside the European Union** through, for example, conferences, events and other activities involving policy makers, practitioners and other stakeholders in the fields of education, training, youth and sport, to raise awareness about the relevant European policy agendas and to promote Europe as an excellent study and research destination.
- **Cooperation with international organisations** with highly recognised expertise and analytical capacity (such as the OECD and the Council of Europe) to strengthen the impact and added value of policies in the fields of education, training, youth and sport.

JEAN MONNET ACTIONS

The Jean Monnet Actions support:

- **Jean Monnet Action in the field of Higher Education:** This action supports Higher Education Institutions inside and outside Europe in promoting teaching and research on European integration and promoting policy debate and exchanges involving the academic world and policymakers on Union policy priorities. The following sub-actions are supported: **Jean Monnet Modules:** short teaching programmes in one or more discipline of European Union studies; **Jean Monnet Chairs:** longer teaching posts with a specialisation in European Union studies for individual university professors; **Jean Monnet Centres of Excellence:** focal points gathering knowledge of high-level experts in various disciplines of European studies, as well as developing transnational activities and structural links with academic institutions in other countries.
- **Jean Monnet Action in other fields of education and training:** This action promotes knowledge on the European Union in schools and vocational education and training (VET) institutes in the EU Member States and third countries associated with the Programme. It aims to offer opportunities to education providers to develop and deliver content to learners, to teacher training providers to support teachers with methodologies and updated knowledge on European Union issues and to promote debate and exchanges between school and VET representatives and stakeholders on learning about European Union subjects. The following sub-actions are supported: **Teacher Training:** design and offer structured training proposals on EU subjects to teachers; **Learning EU Initiative:** to promote a better understanding in general education and vocational training (ISCED 1 – 4).
- **Jean Monnet policy debate: Jean Monnet Networks in Higher Education,** in line with a specific theme linked to a Commission priority, will collect, share and discuss among partners, research findings, content of courses and experiences, products (studies, articles, content of courses, etc.). **Networks for other fields of education and training,** exchange of good practices and experience co-teaching within a group of countries.
- **Support to designated institutions:** The action supports institutions pursuing an aim of European interest, providing to the Union, its Member States and its citizens with high quality services in specific priority subject areas. The main activities and outreach of these institutions involve research, including collection of data and their analysis to prepare future policies, teaching in situ and online for future staff of the international organisations and for civil servants in particular in juridical and management areas, organising events on priority issues for the Union and disseminating specific results and general information for the broad public.

WHAT IS THE BUDGET?

The Programme has an overall indicative financial envelope of more than 26 billion EUR²³ of the EU Budget for the seven years (2021-2027). The annual budget is adopted by the Budgetary Authority. The different steps for the adoption of the EU budget can be followed at: https://commission.europa.eu/strategy-and-policy/eu-budget/how-it-works/annual-lifecycle_en.

For information about the available budget by action, please consult the 2026 Erasmus+ Annual Work Programme: <https://erasmus-plus.ec.europa.eu/resources-and-tools/documents-and-guidelines>

²³ Indicatively, the financial envelope of the Programme is set at €24.574 billion in current prices and an additional top-up of €1.7 billion in 2018 prices.

WHO IMPLEMENTS THE ERASMUS+ PROGRAMME?

THE EUROPEAN COMMISSION

The European Commission is ultimately responsible for the running of the Erasmus+ Programme. It manages the budget and sets priorities, targets and criteria for the Programme on an on-going basis. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme at European level. The European Commission also bears the overall responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level.

THE EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

At the European level, the European Commission's European Education and Culture Executive Agency (EACEA) is responsible for the implementation of a number of actions of the Erasmus+ Programme. EACEA implements the programme in direct management. In addition to the information contained in this Guide, the relevant Call documents and application forms for the actions covered by this Guide and managed by the Executive Agency are published in EU Funding & Tenders Portal: <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home>.

The Executive Agency is in charge of the complete life-cycle management of these projects, from the promotion of the Programme, the evaluation of the grant applications, the monitoring of projects, to the dissemination of the projects and Programme's results. It is also responsible for launching specific calls for proposals relating to some actions of the Programme that are not covered by this guide.

The European Commission, notably through the Executive Agency is also responsible for:

- carrying out studies in the fields supported by the Programme;
- carrying out research and evidence-based activities through the Eurydice network;
- improving the visibility and the systemic impact of the Programme through dissemination and exploitation activities of the Programme's results;
- ensuring the contractual management and financing of bodies and networks supported by the Erasmus+ Programme;
- managing calls for tenders to provide services within the framework of the Programme.

NATIONAL AGENCIES

Erasmus+ Programme is mainly implemented through indirect management, meaning that the European Commission entrusts budget implementation tasks to National Agencies (NAs). The rationale of this approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems. For this purpose, each EU Member State or third country associated to the Programme has appointed one or more National Agencies²⁴ (for contact details, please consult the following link: https://ec.europa.eu/programmes/erasmus-plus/contact_en). These National Agencies promote and implement the Programme at national level and are the link between the European Commission and participating organisations at local, regional, and national levels. Their tasks are to:

- provide prospective beneficiaries with appropriate information on the Erasmus+ Programme;
- administer a fair and transparent selection process for project applications to be funded in their country;
- monitor and evaluate the implementation of the Programme in their country;
- provide support to project applicants and participating organisations throughout the project life cycle;
- collaborate effectively with the network of all National Agencies and the European Commission;

²⁴ Erasmus+ National Agencies: https://erasmus-plus.ec.europa.eu/contacts/national-agencies?facets_permanent%7Cfield_eac_topics=1964

- promote and ensure the visibility of the Programme;
- promote the dissemination and exploitation of the results of the Programme at local and national level.

In addition, National Agencies play an important role as intermediate structures for the policy development and qualitative implementation of the Erasmus+ Programme by:

- carrying out projects and activities outside of the tasks of project life-cycle management that support the qualitative implementation of the Programme and/or trigger policy developments in the fields supported by the Programme, such as Training and Cooperation Activities and Networking Activities;
- providing a supportive approach to newcomers, less experienced organisations and target groups with fewer opportunities in order to remove the obstacles to full participation in the Programme;
- seeking cooperation with external bodies and National Authorities to increase the impact of the Programme in their respective fields of action, in their country and in the European Union.

The supportive approach of the National Agencies aims to guide the potential applicants and beneficiaries of the Programme through all phases, from the first contact with the Programme and through the application process to the implementation of the project and the final evaluation. This approach is in line with the fairness and transparency principles of the selection procedures. It is based on the idea that, to guarantee equal opportunities to everybody, it is necessary to support the Programme's target groups through advising, counselling, monitoring, and coaching systems tailored to their needs.

Training and Cooperation Activities (TCAs) are organised by Erasmus+ National Agencies with the purpose of bringing added value and increasing the overall quality of the Erasmus+ programme. TCAs can be workshops, seminars and other types of events or activities, such as research, that focus on sharing good practices, lessons learnt and provide networking opportunities amongst Erasmus+ stakeholders. In particular, contact seminars are an efficient way to find partners for newcomers. TCA participants can be the representatives of those institutions which are already participating in the Erasmus+ Programme or planning to apply for a grant.

TCAs can also support activities aiming at enhancing links to European policy cooperation in the fields of education, training, youth and sport, as well as to activities aiming at influencing national practice in the fields concerned, and vice versa. This is often done in strategic long-term activities.

The relevant call covering the actions managed by the Erasmus+ National Agencies is published on the Erasmus+ website²⁵ and publicised on the websites of the National Agencies.

²⁵ Erasmus+ document library: <https://erasmus-plus.ec.europa.eu/resources-and-tools/documents-and-guidelines>

WHAT OTHER BODIES ARE INVOLVED IN THE IMPLEMENTATION OF THE PROGRAMME?

Apart from the bodies mentioned above, the following Resource Centres and information offices, platforms, and knowledge and expert networks provide complementary expertise to the implementation of the Erasmus+ Programme.

SALTO RESOURCE CENTRES

The aim of the SALTO Resource Centres²⁶ is to improve the quality and impact of the Erasmus+ programme at a systemic level through providing expertise, resources, information, and training activities in specific areas for Erasmus+ National Agencies and other actors involved in education, training, and youth work. Among others, these activities include organising training courses, seminars, workshops, study visits, forums, cooperation, and partnership-building activities on Erasmus+ priority themes.

Each SALTO Resource Centre can fully cover all fields of the Programme, or only some. Depending on their scope of action, the SALTO Resource Centres can have either a thematic or regional focus (Eastern Partnership Countries and Russia, Southern Mediterranean, Western Balkans), or a support focus (European Solidarity Corps, Training and Cooperation Activities). The regional SALTOs, for example, only cover actions in the field of Youth.

Moreover, the SALTO Resource Centres offer a series of online tools and databases through the SALTO Websites, such as an overview of European training activities for youth workers in the European Training Calendar; tools and methods for educational activities; online learning opportunities; a database of trainers and resource persons in the field of youth work; and the possibility to look for partner organisations. The tasks of the SALTO Resources Centres include monitoring and presenting programme achievements, experiences and lessons learnt in their specific areas.

SALTO RESOURCE CENTRES SUPPORTING ERASMUS+ HORIZONTAL PRIORITIES

Four SALTO Resource centres support the Erasmus+ horizontal priorities:

SALTO INCLUSION AND DIVERSITY

Two SALTO Resource Centres work together to support the priority on Inclusion and Diversity across all programme fields: one in the field of education and training²⁷ and one in the field of youth²⁸.

The mission of these SALTO Resource Centres is to improve the quality and impact of Erasmus+ projects with a view to making the programme more inclusive and diverse.

More specifically, these SALTOs also act as evidence-based knowledge hubs and impartial brokers based on their expertise and experience with programme management in the field of inclusion and diversity. This means continuously building and channelling the knowledge and lessons learned from programme implementation in this thematic area into the contexts of programme development in cooperation with the NA network and the Commission through appropriate platforms. Moreover, these SALTOs support the National Agencies to implement the programme in a way that puts into practice the relevant policy decisions (e.g., Council conclusions/resolutions), results of mutual learning activities, and decisions on the inclusion and diversity priority.

Key responsibilities of the SALTOs for Inclusion and Diversity are:

- Raising the quality and impact of projects and activities of Erasmus+, focusing on the inclusion and diversity priority;

²⁶ <https://saltonetwork.eu/>

²⁷ <https://saltoinclusion.eu/>

²⁸ <https://www.salto-youth.net/rc/inclusion/>

- Helping to optimise the implementation, monitoring and follow-up of the inclusion and diversity priority in education, training and youth as defined in the Erasmus+ programme;
- Playing a key role in guiding the National Agencies on analysis and impact evaluation of projects focusing on the inclusion and diversity priority in education, training and youth.

SALTO ON GREEN TRANSITION AND SUSTAINABLE DEVELOPMENT

The SALTO Resource Centre on green transition and sustainable development²⁹ covers all fields of the Erasmus+ Programme and contributes to tackling the challenges of climate change by addressing climate and environmental-related topics throughout the actions.

This SALTO is supporting the implementation of the priority on environmental protection, sustainability, and fight against climate change in line with the European Green Deal and the Climate Pact, supporting the actions of the European Education Area in terms of education for climate and sustainability, and contributing directly to the achievement of one of the 11 European Youth Goals (Sustainable Green Europe) included in the EU Youth Strategy. Key responsibilities of the SALTO are:

- Raising the quality and impact of projects and activities of Erasmus+, focusing on sustainability and fight against climate change;
- Helping to optimise the implementation, monitoring and follow-up of the priority on environmental protection, sustainability and fight against climate change, as defined in the Erasmus+ and European Solidarity Corps programmes;
- Playing a key role in guiding the National Agencies on analysis and impact evaluation of projects focusing on the environmental protection, sustainability, and fight against climate change priority of the programmes.

SALTO DIGITAL

The SALTO Digital Resource Centre³⁰ covers all fields of the Erasmus+ Programme and, in line with the Digital Education Action Plan, the Council Recommendations on the key enabling factors for successful digital education and training and on improving the provision of digital skills in education and training, as well as key policy documents for youth, supports the implementation of the digital horizontal priority in the Erasmus+ and European Solidarity Corps Programmes, with the goal to continuously raise the quality and inclusion of digital education and training and digital aspects in the field of youth. SALTO Digital Resource Centre acts as an evidence-based knowledge hub in the field of digital education, training and youth, and channels knowledge in the area of its mandate into programme as well as policy development. Key responsibilities of SALTO Digital are:

- Raising the quality and impact of projects and activities of our programmes, focusing on the digital priorities;
- Helping to optimise the implementation, monitoring and follow-up of digital education, training, and youth priorities as defined in the Erasmus+ and European Solidarity Corps programmes;
- Playing a key role in guiding the National Agencies in successful implementation of the digital priorities as well as analysis and impact evaluation of projects focusing on the digital priorities of the programmes, which feeds into policy development and stakeholder fora and in particular the European Digital Education Hub.

SALTO PARTICIPATION AND INFORMATION

²⁹ <https://saltogreen.eu/>

³⁰ <https://saltodigital.eu/>

The SALTO Participation and Information Resource Centre³¹ covers all fields of the Erasmus+ Programme and supports active and informed participation in democratic life and civic engagement guided by European values throughout the Erasmus+ programme. Its work includes:

- Developing guidance for applicants and beneficiaries, in particular to foster involvement in democratic decision-making and civic and social life through volunteering or taking up a role in community organisations;
- Providing guidance to and support for all National Agencies on state-of-the art strategies for reaching out to a higher number of individuals, increasing quality and impact of information activities as well as their inclusiveness and the sustainability and transferability of project results.
- Maintaining the Participation Resource Pool³², a knowledge hub for all people interested in enhancing democratic participation which offers a variety of learning materials, data, inspiration, practical tools and current news on democratic participation and related topics.

In addition to these SALTOs, two field specific SALTO Resource Centres contribute to developing the capacities of the National Agencies and beneficiary organisations to work with Erasmus+, facilitating transnational cooperation, networking and mutual learning among National Agencies and different stakeholders, mainly through Training and Cooperation Activities (TCAs):

SALTO TRAINING AND COOPERATION FOR EDUCATION AND TRAINING

SALTO Training and Cooperation for Education and Training³³ focuses on supporting all fields of education and training by:

- Offering a platform to support European Training and Cooperation Activities (TCAs) in the field of education and training;
- Enabling stakeholders to, inter alia, develop their organizations' capacities to fully seize Erasmus+ opportunities;
- Sharing best practices across European countries, find partners, or increase their projects' impact at the European level.

SALTO TRAINING AND COOPERATION IN THE FIELD OF YOUTH

The SALTO Training and Cooperation Resource Centre³⁴ focuses on developing strategic and innovative actions to ensure the overall quality approach to training strategies and activities in the youth field, and the recognition of non-formal and informal learning in youth work throughout Europe, including through:

- Developing and implementing processes, activities, and tools within the Youthpass Strategy to support and promote the recognition and validation of non-formal and informal learning activities and of youth work;
- Developing and implementing processes, activities, and tools within the European Training Strategy in the field of youth, to support capacity building and quality development of European youth work;
- Offering a platform to support European Training and Cooperation Activities (TCAs) in the field of youth;
- Providing support to National Agencies staff in their work with TCAs, with Youthpass, and through contributing to the Knowledge Management and Staff Training framework.

³¹ <https://www.salto-youth.net/rc/participation/>

³² <https://participationpool.eu/>

³³ www.salto-et.net

³⁴ <https://www.salto-youth.net/rc/training-and-cooperation/>

REGIONAL SALTO RESOURCE CENTRES IN THE FIELD OF YOUTH

The three regional SALTOs³⁵ (SALTO Southeast Europe, SALTO Eastern Europe and Caucasus and SALTO EUROMED) foster strategic and innovative cooperation between stakeholders from EU Member States and third countries associated to the Programme and third countries not associated to the Programme in Erasmus+ and the European Solidarity Corps, aiming to:

- Further raise the quantity, quality and impact of projects and partnerships;
- Support youth work and youth policy development in third countries not associated to the Programme in the Western Balkans, Eastern Partnership and Russia and in the South-Mediterranean, respectively.

INFORMATION OFFICES

National Erasmus+ Offices

In certain third countries not associated to the Programme (Western Balkans, Neighbourhood East, South-Mediterranean countries, Central Asia), the National Erasmus+ Offices (NEOs)³⁶ assist the Commission, the Executive Agency, and the local authorities in the implementation of the Erasmus+ Programme. They are the focal point in these countries for their stakeholders involved in the Erasmus+ Programme in the area of higher education, vocational education and training, youth and sports. They contribute to improving awareness, visibility, relevance, effectiveness, and impact of the international dimension of Erasmus+.

The National Erasmus+ Offices are responsible for:

- providing information about Erasmus+ activities that are open to the participation of their countries (including in the fields of higher education, VET, youth and sports, where relevant);
- advising and assisting potential applicants;
- coordinating the local team of Higher Education Reform Experts (HEREs);
- contributing to studies and events;
- providing support to policy dialogue;
- maintaining contacts with the local authorities and EU Delegations;
- following policy developments in the above-mentioned areas in their country.

Erasmus+ National Focal Points

In certain third countries not associated to the Programme (Americas, Sub-Saharan Africa, Middle East, Asia and Pacific) the network of National Focal Points (NFPs)³⁷ supports the Commission, the Executive Agency, and the local authorities to provide guidance, practical information, and assistance on all aspects of participation in Erasmus+ in the field of higher education, youth, vocational education, and training and sport. They act as focal points for the stakeholders in their country and contribute to improving awareness, visibility, relevance, effectiveness, and impact of the international dimension of Erasmus+.

National Academic Recognition Information Centres (NARIC)

The NARIC network provides information concerning the recognition of diplomas and periods of study undertaken in other European countries as well as advice on foreign academic diplomas in the country where the NARIC is established. The NARIC

³⁵ <https://www.salto-youth.net/rc/>

³⁶ <https://erasmus-plus.ec.europa.eu/contacts/national-erasmus-offices>

³⁷ <https://erasmus-plus.ec.europa.eu/contacts/erasmus-national-focal-points>

network provides authoritative advice to anyone travelling abroad for the purposes of work or further education, but also to institutions, students, advisers, parents, teachers, and prospective employers.

The European Commission supports the activities of the NARIC network through the exchange of information and experience between countries, the identification of good practices, the comparative analysis of systems and policies in this field, and the discussion and analysis of matters of common educational policy interest.

More information is available at www.enic-naric.net.

Eurodesk network

The Eurodesk network offers information services to young people and those who work with them on European opportunities in the education, training and youth fields, and the involvement of young people in European activities.

Present in all EU Member States and third countries associated to the Programme and coordinated at European level by the Eurodesk Brussels-link Office, the Eurodesk network offers enquiry answering services, funding information, events and publications. It also contributes to the animation of the European Youth Portal.

The European Youth Portal offers European and national information and opportunities that are of interest to young people who are living, learning, and working in Europe. It provides information in 28 languages.

To access the European Youth Portal, please go to: www.youth.europa.eu. For more information on Eurodesk, please go to www.eurodesk.eu.

Otlas – the partner finding tool for organisations in the youth field

One of the tools developed and hosted by the SALTO-Youth Resource Centres is Otlas, a central online partner finding tool for organisations in the youth field. Organisations can register their contact details and areas of interest in Otlas, and create partner requests for project ideas.

More information is available at www.salto-et.net or www.salto-youth.net/tools/otlas-partner-finding.

PLATFORMS AND TOOLS

The Erasmus+ Project Results Platform

The Erasmus+ Project Results Platform provides access to information and results concerning all projects funded under the Erasmus+ Programme. Organisations can find their inspiration in the wealth of project information and make use of the results and lessons learned from Erasmus+ implementation.

Project information and results displayed on the platform must be fully compliant with personal data rules and regulations applicable. This is primarily the responsibility of project beneficiaries under the oversight of project officers in the Agencies.

Projects can be searched by keyword, key action, year, country, topic, type of results, etc. Searches can be saved and constantly updated on the most recent projects, according to pre-defined criteria. Good practice projects - which have been identified in terms of policy relevance, impact, communication potential - are highlighted.

The Erasmus+ Project Results Platform can be accessed at www.ec.europa.eu/programmes/erasmus-plus/projects.

European School Education Platform (ESEP) and eTwinning

The **European School Education Platform** is the meeting point for all stakeholders in the school education sector – school staff, researchers, policymakers, and other professionals – spanning every level, from early childhood education and care to primary and secondary school, including initial vocational education and training.

The platform is also home to **eTwinning**, a community of teachers and school staff hosting a secure space accessible only to staff vetted by National Support Organisations (NSO). Participants can take part in many activities: carrying out projects with other schools and classrooms, discussions with colleagues and development of professional networking, involvement in a variety of professional development opportunities (online and face-to-face).

Teachers and schools participating in eTwinning receive support from their National Support Organisations (NSO). These are organisations appointed by the competent national authorities. They assist schools during the process of registration, partner finding and project activity, promote the use of eTwinning, deliver prizes and quality labels and organise professional development activities for teachers.

The National Support Organisations are coordinated by a Central Support Service (CSS), which is also responsible for the development of the European School Education Platform and the organisation of teacher professional development activities at European level.

You can access the European School Education Platform and eTwinning at www.school-education.ec.europa.eu.

Electronic Platform for Adult Learning (EPALE)

The Electronic Platform for Adult Learning in Europe – known as EPALE – is an initiative of the European Commission funded by the Erasmus+ Programme. It is open to adult learning professionals: teachers, educators, trainers, and volunteers, as well as policymakers, researchers, journalists and academics, and others involved in adult learning.

The site offers up-to-date news on developments in the field and interactive networks, enabling users to link with others all around Europe, engage in discussions and exchange good practice. Amongst many tools and content, EPALE offers instruments of specific interest for Erasmus+ (potential) beneficiaries. Some examples include:

- A calendar of courses and events;
- A Partner-search tool useful to find partners to prepare an EU-funded project or to find or offer a job shadowing opportunity;
- A course catalogue where visitors can find a broad range of online and offline courses;
- Communities of practice offer an additional facility to liaise with people and organisations with similar interest;
- Collaborative spaces where project partners can work in a safe environment to develop their project;
- The **Erasmus+ Space**, a safe and secure tool in particular for Erasmus+ KA1 and KA2 project coordinators and their partners to put blended mobility/cooperation into practice and to use it for project management and dissemination;
- A Resource centre, where project beneficiaries can source useful reference material and /or post articles, teaching materials, reports, manuals, and any other material produced by their project or their organisation, hence offering an additional dissemination opportunity;
- A Blog, where participants in projects can share their experience or upload videos presenting their results in an informal and dynamic way.

Projects that receive EU funding are encouraged to share information on their activities and results on the platform through blog posts, news, events, and other kinds of activities.

EPALE is implemented by a Central Support Service and a network of National Support Organisations in EU Member States, and third countries associated to the Programme, which are in charge of identifying interesting information and encourage stakeholders to use and contribute to the platform.

EPALE can be accessed at www.epale.ec.europa.eu.

Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies (SELFIE)

SELFIE (“Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies”) is a free, multilingual, web-based, self-reflection tool to help general and vocational schools develop their digital capacity.

SELFIE for Schools anonymously gathers the views of students, teachers, and school leaders on how technology is used in their school. This is done using short statements and questions and a simple 1-5 answer scale. Based on this input, the tool generates a report – a snapshot (‘SELFIE’) of a school’s strengths and weaknesses in their use of technology. SELFIE is available for any primary, secondary, and vocational schools in Europe and beyond, and in over 30 languages. It can be used by any school – not just those with advanced levels of infrastructure, equipment, and technology use.

The COVID-19 pandemic has shown a massive shift towards digital technologies for remote working and learning, including for VET. It also demonstrated the difficulty of maintaining the work-based learning (WBL) part of VET in companies, which makes it even more urgent to increase the effectiveness of the dialogue between VET teachers and in-company trainers via digital means.

As part of the Digital Education Action Plan, a new tool for teachers (‘SELFIE for Teachers’) available in all official EU languages allows teachers to self-assess their digital competence and confidence and to get immediate feedback on strengths and gaps and where they can further develop. Teams of teachers can also work together to use the tool and develop a training plan.

In October 2021, the new SELFIE tool for work-based learning (WBL) was launched in all official EU-languages. It helps to bring VET institutions and companies closer together to jointly discuss how to best embed digital technology in the education and training provided. SELFIE for work-based learning not only gathers the three perspectives of school leaders, VET teachers and learners, but also adds as a fourth perspective the view of in-company trainers. Further work on SELFIE for work-based learning will focus on exploring how the tool can support policy monitoring and development at country and EU level. In addition, the impact of SELFIE for WBL on companies should also be further analysed to explore further involvement of companies or to develop further the tool to cover different aspects according to companies’ needs.

SELFIE has been developed by the Joint Research Centre and Directorate General for Education, Youth, Sport and Culture (DG EAC).

More information about SELFIE can be found at www.education.ec.europa.eu/selfie.

HEInnovate

The HEInnovate guiding framework offers higher education institutions (HEIs) in the EU and beyond the opportunity to examine their innovation and entrepreneurship capacities through self-reflection in one or several of the following eight dimensions:

- Leadership and Governance
- Organisational Capacity: People, Resources, Incentives and Rewards
- Entrepreneurial Teaching and Learning
- Preparing and Supporting Entrepreneurs
- Digital Transformation and Capability
- Entrepreneurial Ecosystem and Networks
- The Internationalised Institution
- Impact of the Entrepreneurial HEI

HEInnovate is also a community of practice, and its experts offer webinars and workshops for HEIs to improve their innovation performance and train the trainers events to disseminate the approach more widely at institutional level. The HEInnovate Expert Group plays a key role in designing and implementing the HEInnovate resources as well as providing direct guidance to the applicants through a dedicated “Expert inquiry box” on the platform. Training materials are available on the website.

The platform also provides case studies and user stories to showcase examples of different innovation approaches in HEIs throughout the EU. An enhanced version of the self-assessment tool was launched in June 2023: it includes updated statements (on which the self-assessment is based) and recommendations for follow-up actions in the form of “action cards”.

The Community for Educational Innovation is developed under the HEInnovate initiative to unite educational institutions, educators, businesses, and policymakers to advance educational innovation and equip learners with the skills and mindsets needed to contribute to Europe’s innovation landscape including entrepreneurial skills, green and digital transitions, STEM, and lifelong learning.

Erasmus+ funded projects such as the European Universities alliances and the Alliances for Innovation are encouraged to use HEInnovate where relevant to accompany their projects.

HEInnovate can be accessed at www.heinnovate.eu.

The European Youth Portal

The European Youth Portal offers European and national information and opportunities that are of interest to young people who are living, learning, and working in Europe. It also encourages the participation of young people in democratic life in Europe, notably via the EU Youth Dialogue and other initiatives to engage with young people to influence policy making.

The European Youth Portal also provides information for other stakeholders working in the field of youth, is available in 28 languages and can be accessed at www.youth.europa.eu.

European Student Card Initiative

The European Student Card Initiative aims at simplifying learning and training mobility by digitalising all the main components necessary for the organisation of student mobility, from information provision to application processes and settling into the host community while abroad. In the context of this initiative, the Erasmus+ Mobile App, the Erasmus Without Paper Network and the European Student Card Router are now available for all higher education institutions and students and will be further enhanced by adding new services and features for users.

The Erasmus+ Mobile App gives students a single online point of access to all the information and services they need before, during, and after their exchanges abroad. The Erasmus+ Mobile App also includes information about participation in the programme for learners in other sectors. The app is available for download in the App store and on Google Play. More information can be found at www.erasmus-plus.ec.europa.eu/european-student-card-initiative/erasmus-app.

The Erasmus Without Paper Network (EWP) allows higher education institutions to connect to a communication channel to seamlessly exchange student mobility data in a secure and streamlined manner, supporting a fully digitalised mobility management, including digital learning agreements and digital inter-institutional agreements. Higher education institutions that are looking for information on how to connect to and use the Erasmus Without Paper Network can access information, guidelines and tutorials by visiting the Erasmus Without Papers Page on the European Student Card Initiative portal at www.erasmus-plus.ec.europa.eu/european-student-card-initiative/ewp.

The European Student Card is a set of standard features to be integrated in the student cards issued by participating institutions, and that establish a common European identity for higher education students. Students can get their student status verified easily across Europe with their student card if it contains the European Student Card features. The European Student Card runs through a digital platform called the European Student Card Router (ESC-R) which allows participating institutions to integrate the European Student Card features into their existing student cards (physical or digital). This enables real-time validation of student status across the European Education Area. For more information on how institutions can connect to the ESC-R to start integrating European Student Card features in their student cards, please visit <https://erasmus-plus.ec.europa.eu/european-student-card-initiative/card>

KNOWLEDGE AND EXPERT NETWORKS

Eurydice network

The Eurydice network primarily focuses on the way education in Europe is structured and organised at all levels and aims at contributing towards a better mutual understanding of education systems in Europe. It provides those responsible for education systems and policies in Europe with European-level comparative analyses and national specific information in the fields of education and youth, which will assist them in their decision-making.

The Eurydice network produces a vast source of information, including detailed descriptions and overviews of national education systems (National Education systems and Policies), comparative thematic reports devoted to specific topics of community interest (Thematic Reports), indicators and statistics (Key Data Series), and a series of facts and figures related to education, such as national education structures, school calendars, comparison of teacher salaries and of required taught time for countries and education levels (Facts and Figures).

It consists of a central coordinating unit located at the Executive Agency and national units based in all EU Member States and third countries associated to the Programme, as well as Albania, Bosnia and Herzegovina and Montenegro.

More information is available at www.eurydice.eacea.ec.europa.eu.

Youth Wiki National Correspondents Network

In line with the EU Youth Strategy and the objective of improving the knowledge on youth issues in Europe, financial support is provided to National Structures contributing to the Youth Wiki, an interactive tool providing information about young people in Europe and on national youth policies in a coherent, updated and exploitable way.

Financial support is given to the bodies designated by the national authorities, located in an EU Member State or third country associated to the Programme, for actions carried out by these bodies to produce country specific information, comparable country descriptions and indicators which contribute towards a better mutual understanding of youth systems and policies in Europe.

More information is available at www.national-policies.eacea.ec.europa.eu/youthwiki.

Network of Higher Education Reform Experts (HEREs)

In third countries not associated to the Programme served by National Erasmus+ Offices, the National Teams of Higher Education Reform Experts provide a pool of expertise to local authorities and stakeholders to promote reform and enhance progress in higher education. They participate in the development of policies in higher education in their respective country. HERE activities are based on "peer to peer" contacts. Each national team consists of five to fifteen members. The HEREs are experts in the field of higher education (Rectors, Vice-Rectors, Deans, senior academics, international relations officers, students, etc.).

The mission of the HEREs involves supporting:

- Policy development in their respective countries, by supporting modernisation, reform processes and strategies in higher education, in close contact with the local authorities concerned;
- Policy dialogue with the EU in the field of higher education;
- Training and counselling activities targeted at local stakeholders, in particular higher education institutions and their staff;
- Erasmus+ projects (in particular those implemented under the Capacity-building Action) by disseminating their results and outcomes, notably good practices and innovative initiatives and exploiting these for training purposes.

National Teams to support the implementation of EU VET tools

The purpose of the national teams of VET experts is to provide a pool of expertise to promote the application of EU VET tools and principles in EU funded projects supported by the Erasmus+ Programme. The concerned EU VET tools are laid down in the relevant EU VET policy documents, such as the European Framework for Quality and Effective Apprenticeships and the Council Recommendation on VET (such as the EQAVET Framework, EU core profiles, graduate tracking, vocational excellence and others). The experts should in particular provide support to the beneficiaries of EU funded projects supported by the Erasmus+ Programme to implement the abovementioned EU VET tools in their projects.

Network of EQAVET National Reference Points

The EQAVET National Reference Points (NRPs) are established by national authorities and bring together existing relevant bodies involving the social partners and all stakeholders concerned at national and regional levels, to contribute to the implementation of the European framework for quality assurance in VET as defined in the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness, and resilience³⁸.

The EQAVET NRPs aim to:

- Take concrete initiatives to implement and further develop the EQAVET Framework;
- Inform and mobilise a wide range of stakeholders to contribute to implementing the EQAVET Framework;
- Support self-evaluation as a complementary and effective means of quality assurance;
- Provide an updated description of the national/regional quality assurance arrangements based on the EQAVET Framework;
- Engage in EU level peer reviews of quality assurance at VET system level.

EQF, Europass, and Euroguidance - National centres

For each country, these three networks of national centres are supported through a single or several grant agreements:

European Qualifications Framework National Coordination Points (EQF NCPs)

The EQF NCPs, designated by national authorities, support them in:

- Developing, implementing and reviewing national qualifications frameworks and referencing them to the European Qualifications Framework (EQF);
- Reviewing and updating, when relevant, the referencing of the levels of the national qualifications frameworks or systems to the levels of the EQF.

EQF NCPs bring the EQF closer to individuals and organisations by:

- Supporting the inclusion of the appropriate EQF levels on certificates, diplomas, supplements and other qualification documents and on databases of qualifications;
- Developing qualification registers or databases that include qualifications included in the national qualification frameworks and publishing them on the Europass platform.

More information is available at www.europa.eu/europass/en/implementation-european-qualifications-framework-egf.

Europass National Centres

The main feature of Europass is an online platform that provides individuals and organisations with interactive tools and information on learning opportunities, qualifications frameworks and qualifications, guidance, skills intelligence, self-assessment tools and documentation of skills and qualifications, and connectivity with learning and employment opportunities. This requires substantial work at national level, carried out by bodies designated by national authorities. This includes in particular:

- Making national information available for the EU platform, namely ensuring the interconnection between the EU platform and national data sources for learning opportunities and national qualifications databases or registers;
- Promoting the use of the services provided by the EU platform;
- Liaising with all relevant stakeholders at national level.

More information is available at www.europa.eu/europass.

Euroguidance network

Euroguidance is a European network of national resource and information centres, designated by national authorities. All Euroguidance centres share the following common goals:

- Cooperation and support at Union level to strengthen policies, systems and practices for guidance within the Union (the development of the European dimension of lifelong guidance);
- Support competence development of guidance practitioners;
- Provide quality information on lifelong guidance;
- Promote European opportunities for learning mobility and career management (through the Europass platform).

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

More information is available at www.euroguidance.eu.

WHO CAN PARTICIPATE IN THE ERASMUS+ PROGRAMME?

Individuals constitute the main target population of Erasmus+. The Programme reaches these individuals through organisations, institutions, bodies, or groups that organise activities it supports. The conditions of access to the Programme therefore relate to these two actors: the "participants" (individuals taking part in Erasmus+ project activities and who may receive part of the EU grant intended to cover their costs of participation) and the "participating organisations"³⁹ (including informal groups of young people involved in an Erasmus+ project, as either applicants or partners and self-employed persons). For both participants and participating organisations, the conditions for participation depend on the country in which they are based.

PARTICIPANTS IN ERASMUS+ PROJECT ACTIVITIES

As a general rule, participants in Erasmus+ projects must be established in an EU Member State or third country associated to the Programme. Some Actions, notably in the fields of higher education, vocational education and training, youth, and sport, are also open to participants from third countries not associated to the Programme.

The specific conditions for participating in an Erasmus+ project depend on the type of Action concerned.

In general terms, the main target groups are:

- For projects relevant for the field of higher education, the main targets are: higher education students (short cycle, first, second or third cycle), higher education teachers and professors, staff of higher education institutions, trainers and professionals in enterprises;
- For projects relevant for the field of vocational education and training, the main targets are: apprentices and students in vocational education and training, professionals and trainers in vocational education and training, staff of initial vocational education and training organisations, trainers and professionals in enterprises;
- For projects relevant for the field of school education, the main targets are: school leaders, school teachers and school staff, pupils in pre-primary, primary and secondary education;
- For projects relevant for the field of adult education, the main targets are: members of non-vocational adult education organisations, trainers, staff and learners in non-vocational adult education;
- For projects relevant for the youth field the main targets are: young people from 13 to 30⁴⁰, youth workers, staff and members of organisations active in the youth field;
- For projects relevant to the field of sport, the main targets are: professionals and volunteers in the field of sport, athletes and coaches.

For more details on the conditions for participation in each specific Action, please consult Part B of this Guide.

PARTICIPATING ORGANISATIONS

³⁹ Natural persons are not eligible to apply for a grant to the Erasmus+ National Agencies or the Executive Agency EACEA, with the exception of self-employed persons (i.e. sole traders, where the company does not have legal personality separate from that of the natural person). Entities which do not have legal personality under their national law may exceptionally participate, provided that their representatives have the capacity to undertake legal obligations on their behalf and offer guarantees for the protection of the EU financial interests equivalent to that offered by legal persons. EU bodies (except for the European Commission Joint Research Centre) cannot be part of an applicant consortium.

⁴⁰ Different age limits apply depending on the different types of activities. For more information, please consult Part B of this Guide.

Please also consider the following:

lower age limits - participants must have reached the minimum age at the start date of the activity.

upper age limits - participants must not be older than the indicated maximum age at the start date of the activity.

Erasmus+ projects are submitted and implemented by participating organisations. If a project is selected, the applicant organisation becomes a beneficiary of an Erasmus+ grant. Beneficiaries sign a grant agreement which entitles them to receive financial support for the implementation of their project.

As a general rule, organisations participating in Erasmus+ projects must be established in an EU Member State or third country associated to the Programme. Some Actions are also open to participating organisations from third countries not associated to the Programme, notably in the field of higher education, vocational education, and training, youth, and sport.

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

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

ELIGIBLE COUNTRIES

EU Member States participate fully in all actions of the Erasmus+ Programme. In addition, in accordance with article 19 of the Erasmus+ Regulation, the following third countries are associated to the programme:

- members of the European Free Trade Association (EFTA) which are members of the European Economic Area (EEA): Norway, Iceland, Liechtenstein;
- acceding countries, candidate countries and potential candidates: Republic of North Macedonia, Republic of Türkiye, and Republic of Serbia.

The EU Member States and the above mentioned third countries associated to the programme will be hereafter called **“EU Member States and third countries associated to the Programme”**.

In addition, in accordance with article 20 of the Regulation, legal entities from third countries non-associated to the Programme can be eligible in Erasmus+ actions in duly justified cases and in the Union interest (hereafter called **“third countries not associated to the Programme”**).

EU MEMBER STATES AND THIRD COUNTRIES ASSOCIATED TO THE PROGRAMME

The following countries can fully take part in all the Actions of the Erasmus+ Programme:

Member States of the European Union (EU) ⁴¹			
Belgium	Greece	Lithuania	Portugal
Bulgaria	Spain	Luxembourg	Romania
Czechia	France	Hungary	Slovenia

⁴¹ According to Article 33.2 of Council Decision (EU) 2021/1764 of 5 October 2021 on the association of the Overseas Countries and Territories with the European Union including relations between the European Union on the one hand, and Greenland and the Kingdom of Denmark on the other (Decision on the Overseas Association, including Greenland) (EUR-Lex - 32021D1764 - EN - EUR-Lex (europa.eu)) the Union shall ensure that individuals and organisations from or to Overseas Countries and Territories (OCT) shall be eligible for Erasmus+, subject to the rules of the Programme and the arrangements applicable to the Member State with which these OCTs they are connected. This means that individuals and organisations from the OCTs are participating in the programme on an 'EU Member State or third country associated to the Programme' status, the 'EU Member State or third country associated to the Programme' being the Member State with which they are connected. The list of OCTs can be found at www.ec.europa.eu/international-partnerships/where-we-work/overseas-countries-and-territories_en.

Denmark	Croatia	Malta	Slovakia
Germany	Italy	Netherlands	Finland
Estonia	Cyprus	Austria	Sweden
Ireland	Latvia	Poland	

Third countries associated to the Programme ⁴²		
North Macedonia	Iceland	Norway
Serbia	Liechtenstein	Türkiye

THIRD COUNTRIES NOT ASSOCIATED TO THE PROGRAMME

The following countries can take part in certain Actions of the Programme, subject to specific criteria or conditions. Some of these countries are recipients of official development assistance⁴³. Please consult Part B of this Guide for eligible countries for each specific action.

Western Balkans (Region 1)	Albania, Bosnia and Herzegovina, Kosovo ^{*44} , Montenegro
Neighbourhood East (Region 2)	Armenia, Azerbaijan, Belarus ⁴⁵ , Georgia ⁴⁶ , Moldova, Ukraine

⁴² Subject to the signature of the Association Agreements between the European Union and those countries.

⁴³ The list of least developed countries can be found at <https://www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/oda-eligibility-and-conditions/DAC-List-of-ODA-Recipients-for-reporting-2024-25-flows.pdf>

⁴⁴ This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo* declaration of independence.

⁴⁵ In line with the Council Conclusions of 12 October 2020 and in light of Belarus' involvement in the Russia's war of aggression against Ukraine, recognised in the European Council Conclusions of February 2022, the EU has stopped engaging with representatives of Belarus public bodies and state-owned enterprises. Should there be a change of the context this may be reconsidered. In the meantime, the EU continues to engage with and, where possible, has stepped up support to non-state, local and regional actors, including within the framework of this programme as appropriate.

⁴⁶ In line with the Council Conclusions of 19 December 2024 and in response to political developments in Georgia, the EU has reconsidered financial assistance directly benefiting Georgian authorities. Taking into account Article 20 of Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport, direct financial assistance from the Programme to Georgian authorities - which should be understood as central government, local authorities, agencies and state-owned enterprises - is not considered in the Union's interest. Georgian authorities are thus not eligible under any of the actions under this guide.

South-Mediterranean countries (Region 3)	Algeria, Egypt, Israel ⁴⁷ , Jordan, Lebanon, Libya, Morocco, Palestine ⁴⁸ , Syria, Tunisia
Russian Federation (Region 4)	Russia ⁴⁹
Region 5 Asia	a) Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam b) High income countries and territories⁵⁰: Brunei, Hong Kong, Japan, Republic of Korea, Macao, Singapore, Taiwan
Region 6 Central Asia	Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan
Region 7 Middle East	a) Iran, Iraq, Yemen b) High income countries: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates
Region 8 Pacific	a) Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, Vanuatu b) High income countries: Australia, Cook Islands, New Zealand
Region 9 Sub-Saharan Africa⁵¹	Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Congo, Congo - Democratic Republic of the, Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe
Region 10 Latin America	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela
Region 11 Caribbean	Antigua & Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Suriname, Trinidad & Tobago
Region 12 US and Canada	United States of America, Canada
Region 13	Andorra, Monaco, San Marino, Vatican City State

⁴⁷ The eligibility criteria formulated in Commission notice Nr.2013/C-205/05 (OJEU C-205 of 19/07/2013, pp. 9-11) shall apply for all actions implemented through this Programme Guide, including with respect to third parties receiving financial support in the cases where the respective action involves financial support to third parties by grant beneficiaries in accordance with article 204 of the EU's Financial Regulation.

⁴⁸ This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.

⁴⁹ See section 'EU restrictive measures' in Part C of this Guide for more details.

⁵⁰ This includes countries and territories according to OECD's High Income country list and is without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city, or area.

⁵¹ The following are migration priority third countries not associated to the Programme: Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Djibouti, Eritrea, Ethiopia, The Gambia, Ghana, Guinea, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia, South Sudan and Sudan.

Region 14	Faroe Islands, Switzerland, United Kingdom
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Funding will be allocated to organisations in the countries within their territories as recognised by international law. Funding must respect any restrictions placed on EU external assistance imposed by the European Council. Applications have to be in line with the overall EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities as foreseen in Article 2 of the Treaty of the European Union.

For more information, please consult the detailed description of the Actions of the Programme in the Part B of this Guide.

REQUIREMENTS REGARDING VISA AND RESIDENCE PERMITS

Participants in Erasmus+ projects may need to obtain a visa for staying abroad in the EU Member States and third countries associated to the Programme or third countries not associated to the Programme hosting the activity. It is a responsibility of all the participating organisations to ensure that the authorisations required (short or long-term stay visas or residence permits) are in order before the planned activity takes place. It is strongly recommended that the authorisations are requested from the competent authorities well in advance, since the process may take several weeks. National Agencies and the Executive Agency may give further advice and support concerning visas, residence permits, social security, etc. The EU Immigration Portal contains general information on visa and residence permits, for both short-term and long-term stays: <https://ec.europa.eu/immigration/>.