Erasmus+ Accreditation Workshop for Adult Education and VET

Zagreb
14 September 2023
Welcome and Introduction
Formal Welcome
Marija Pavlović Bolf
Meet the Trainer

Paul - Orientra

30+ YEARS
Meet the Room (IRL)
Similarities
Similarities

1. Somebody living in your CITY or REGION

2. Somebody who took the same TRANSPORT TYPE to get here

(form groups of 2, 3 or more persons)
Differences
CONFIDENCE AND FAMILIARITY WITH ERASMUS+ MOBILITY

GREEN
Easy; Let’s do it!

ORANGE
Familiar but not always confident.

RED
What is Erasmus+
Learning Outcomes
By the end of this WORKSHOP, you will be able to:

1. DEMONSTRATE UNDERSTANDING of the expectations for Erasmus+ accreditation for mobility in the fields of adult and/or vocational education.

2. DIFFERENTIATE between objectives, activities, quality standards and impact goals in Erasmus+ mobility.

3. BETTER COMMUNICATE your internationalisation plans and strategies especially those relating to learner and staff mobility.
Active Participation Required
Erasmus+
Programme and Context
Panoramic View
“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”

Erasmus+ v2.0
Contributes to the Achievement of Higher-level Policy Objectives and Priorities

General Objective
Access and Inclusion
Green Transition
Digital Transformation
Democratic Participation
plus Resilience and Recovery
plus Responsiveness

Erasmus+ v2.0

Horizontal Objectives
**Erasmus+**

**THREE KEY ACTIONS**

**KEY ACTION 1:**
Learning Mobility of Individuals

**KEY ACTION 2:**
Cooperation among Organisations and Institutions

**KEY ACTION 3:**
Support to Policy Development and Cooperation

**ANNUAL Calls for Proposals for each year of the Programme.**

**PHASED, SINGLE and MULTIPLE deadlines for different actions.**

**EXTRAORDINARY or COMPLEMENTARY Calls can also be released (e.g. response to Covid-19; European Universities).**
Previously: Programme and Partner Countries

Now: EU Member States and Third Countries Associated (or not) to the Programme

Erasmus+...Associated or Not
EU MEMBER STATES (27) and THIRD COUNTRIES ASSOCIATED TO THE PROGRAMME (6)

Iceland, Norway, Liechtenstein, North Macedonia, Türkiye and Serbia
THIRD COUNTRIES NOT ASSOCIATED TO THE ERASMUS+ PROGRAMME (2023)

- **Region 1**: Western Balkans (e.g. Albania, Kosovo, Montenegro)
- **Region 2**: Neighbourhood East (e.g. Armenia, Azerbaijan, Belarus)
- **Region 3**: South Mediterranean Countries (e.g. Algeria, Egypt, Morocco, Tunisia)
- **Region 4**: Territory of Russia as recognised by international law
- **Region 5**: Asia (e.g. Bangladesh, China, Malaysia, Pakistan)
- **Region 6**: Central Asia (e.g. Afghanistan, Kazakhstan, Kyrgyzstan)
- **Region 7**: Middle East (e.g. Iran, Iraq, Yemen)
- **Region 8**: Pacific: (e.g. Australia, New Zealand, Papua New Guinea)
- **Region 9**: Sub-Saharan Africa (e.g. Botswana, Cabo Verde, Mozambique, Ghana)
- **Region 10**: Latin America (e.g. Argentina, Chile, Mexico, Venezuela)
- **Region 11**: Caribbean (e.g. Bahamas, Cuba, Jamaica, St Kitts and Nevis)
- **Region 12**: USA and Canada
- **Region 13**: Andorra, Monaco, San Marino, Vatican City State
- **Region 14**: Faroe Islands, Switzerland, United Kingdom
Overall Programme Budget of around **€28 billion** including **€2 billion** from EU external instruments

Previous programme budget was **€14,7 billion**

Budget increase from **€2,44 billion (2021)** to **€3,39 (2023)**
European Commission promotes the Erasmus+ programme and agrees budgets, priorities and targets for participation.

EACEA direct management approach, promoting specific funding actions as well as selecting, supporting and managing projects.

National Agencies indirect management approach, promoting specific funding actions as well as selecting, supporting and managing projects.

Erasmus+ ...Key Agencies and Institutions
<table>
<thead>
<tr>
<th>Key Action 1</th>
<th>Key Action 2</th>
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<tbody>
<tr>
<td>✫ Mobility for Learners and Staff in Adult Education (ADU)</td>
<td>✫ Partnerships for Cooperation: CP (except European NGOs and Sport)</td>
</tr>
<tr>
<td>✫ Mobility for Pupils and Staff in School Education (SCH)</td>
<td>✫ Partnerships for Cooperation: SSP (except European NGOs and Sport; not HED)</td>
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<tr>
<td>✫ Mobility for Learners and Staff in Vocational Education and Training (VET)</td>
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<td>✫ Mobility of Staff in the Field of Sport (SPO)</td>
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<td>✫ Learning Mobility in the Field of Youth (YOU) including Youth Participation Activities and DiscoverEU</td>
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<td>✫ Mobility for Higher Education (HED) Students and Staff, including Blended Intensive Programmes and Mobility to non-associated Third Countries</td>
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Introducing Key Action 1
Lots of Entry Points for Key Action 1
It’s a bit like Bingo!
Seek Accreditation

Use Accreditation

Non-Accredited: short-term or specialised mobility

KEY

I = International (third country): VET only
C = Consortium
But What Does it All Mean
Accreditation focus relies on a strategic, longer-term commitment from both sides.

Opportunity to embed mobility in institutional development strategies.

Focus on continuous growth and improvement.

Periodic Reporting.
Strategic, Meaningful, Recognisable and Transferable learning through international mobility.
Specific or additional assessment criteria for CONSORTIA with a focus on partner roles and profiles and added-value of collaboration.

Strategic planning and impact goals should apply to all consortium members.

Mobility flows will be considered against the size of the consortium.

Spring deadline focuses on short-term mobility for CONSORTIA. Autumn deadline focuses on accreditation of CONSORTIA.
Europe versus the World
International (external; non-associated country) mobility began in HED and recently extended to VET (learners and staff).

International (external; non-associated country) mobility only available to ACCREDITED organisations in Key Action 1.

Limited to 20% of grant for international (external; non-associated country) mobility in VET: wide geographical scope encouraged.
Objectives of the Action
Objectives of the Action: ADU

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development […].

Specifically, the objectives of this action are:

Strengthening the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation;
- promoting knowledge about shared European heritage and diversity;
- supporting development of professional networks across Europe.

Improving the quality of formal, informal and non-formal adult education in Europe for key competences as defined by the EU framework (2018), including basic skills (literacy, numeracy, digital skills) and other life skills:

- extending and diversifying the adult education offer through the professionalisation of educators and building the capacity of adult education providers;
- simplifying the implementation and accessibility of high-quality teaching and learning programmes in all forms of adult education, making them relevant to the needs of individuals and society at large;
- building the capacity of adult education providers to carry out high quality mobility projects;
- raising the participation of adults of all ages and socio-economic background in adult education, especially by fostering participation of organisations working with disadvantaged learners, small adult education providers, newcomers to the Programme and less experienced organisations, as well as community-based grassroots organisations.
Objectives of the Action: VET

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development […].

Specifically, the objectives of this action are:

**Strengthening the European dimension of teaching and learning by:**

- promoting values of inclusion and diversity, tolerance, and democratic participation;
- promoting knowledge about shared European heritage and diversity;
- supporting development of professional networks across Europe.

**Increasing the quality of initial and continuing vocational education and training (IVET and CVET) in Europe by:**

- strengthening key competences and transversal skills, in particular language learning and digital skills;
- supporting the development of job specific skills;
- sharing best practices, promoting the use of new and innovative pedagogical methods and technologies and supporting the professional development of teachers/trainers/mentors and other staff in VET;
- building the capacity of VET providers to carry out high quality mobility projects and their ability to form quality partnerships while developing their internationalisation strategy;
- making mobility a realistic possibility for any learner in IVET and CVET, and increasing the average duration of mobility for VET learners to increase its quality and impact;
- fostering the quality, transparency and recognition of learning outcomes of mobility periods abroad, especially by using European tools and instruments.
Types of Staff Mobility
(ADU and VET)
Accompanying Persons are not the same as Staff Mobility

CORE

1. Job Shadowing  
   2-60 days physical mobility

2. Teaching and Training Assignments  
   2-365 days physical mobility

3. Transnational Courses and Training  
   2-30 days physical mobility

MORE

4. Invited Experts  
   2-60 days physical mobility

5. Hosting Teachers and Trainers  
   10-365 days physical mobility; no TAS

6. Preparatory Visits (PVs)  
   maximum 3 participants per visit
Types of Learner Mobility
KA1-ADU

1. Group Mobility of Adult Learners
   2-30 days physical mobility

2. Short-term Learning Mobility of Adult Learners
   2-29 days physical mobility

3. Long-term Learning Mobility of Adult Learners
   30-365 days physical mobility

NOTE:

- Extends to formal, informal and non-formal learning including WBL and volunteering
- Now extends to all adult learners¹ but expects significant involvement of participants with fewer opportunities
- PVs for Learners on Long-term Mobility or with Additional or Specific Needs (exceptionally)

¹ each NA is responsible for defining eligible organisations (and providing relevant examples) and for publishing this list on their website
KA1-VET

1. Participation in VET Skills Competitions
   1-10 days physical mobility

2. Short-term Mobility of VET Learners
   10-89 days physical mobility

2. Long-term Mobility of VET Learners
   90-365 days physical mobility

NOTE:

- School-based Learning, Traineeship or Competition
- Learners and Apprentices on IVET/CVET Programmes\(^1\) plus recent graduates
- Minimum reduced to 2 days for Learners with Fewer Opportunities
- PVs for Learners with Additional Needs (exceptionally) or those undertaking LTM

\(^1\) VET is to be understood as the education and training which aims to equip young people and adults with knowledge, skills and competences required in particular occupations or more broadly on the labour market; it may be provided in formal and in non-formal settings, at all levels of the EQF, including tertiary level, if applicable (Erasmus+ Programme Guide, 2022)
Grant Funding
Assessor focus is on credibility of arguments for non-core costs and size of mobility flows.

Organisational Support
€200-€500 per learner depending on type/duration; €100-€350 per staff member; €1000 maximum for pupil group mobility

Travel and Individual Support Costs
based on distance travelled, country bands and unit costs (slightly higher rates for those adopting green travel means)

Inclusion Support
€100 per participant plus 100% of additional REAL costs

Preparatory Visits
€575 per participant / maximum 3 participants (2 for SPO)

Course Fees
€80 per day / maximum €800 per course

Linguistic Support
€150 per non-OLS participant / additional €150 for LTM participants

Exceptional Costs
financial guarantee and expensive travel costs (80% financing); visas and medical certificates (100% financing)
Assessment Criteria
KA120
Erasmus Accreditation in ADU, SCH and VET
RELEVANCE (10 Points)

The extent to which:

- applicant’s profile, experience, activities and target population of learners are relevant for the field of the application, for Erasmus accreditation objectives and for the application type (individual institution or consortium).

- for consortium coordinators: profile of consortium members is relevant for the purpose and objectives of the consortium as defined in the application, for the field of the application and the objectives of Erasmus accreditations; consortium brings clear added-value for its members in terms of the objectives of Erasmus accreditations.

ERASMUS PLAN-OBJECTIVES (40 Points)

The extent to which:

- Erasmus Plan is in line with the objectives of Erasmus accreditations;

- Erasmus Plan objectives address the needs of the applicant, its staff and its learners in a clear and concrete way - for consortium coordinators: Erasmus Plan objectives apply to the entire consortium and are coherent with the purpose of the consortium;

- Erasmus Plan objectives and timing are realistic and sufficiently ambitious to achieve a positive impact for the organisation/consortium;

- proposed measures for tracking and evaluating the progress of the Erasmus Plan objectives are appropriate and concrete;

- if strategic documents are attached: there is a clear explanation of the link between the Erasmus Plan and the attached documents.

Overall Funding Threshold of 70%. Minimum of 50% required under each Assessment Criterion.
ERASMUS PLAN-ACTIVITIES (20 Points)

The extent to which:

- **proposed number of participants** in mobility activities is proportional to the **applicant organisation’s size and experience** - for consortium coordinators, the size of the consortium will be taken into account;

- proposed number of participants in mobility activities is **realistic and appropriate for the objectives** set in the Erasmus Plan;

- **profiles of planned participants** are relevant to the field of the application, the proposed Erasmus Plan, and the objectives of Erasmus accreditations;

- where relevant - and if the applicant is planning to organise mobility activities for learners: involvement of **participants with fewer opportunities**.

ERASMUS PLAN-MANAGEMENT (30 Points)

The extent to which:

- **applicant has proposed concrete ways of contributing to the basic principles** of the Erasmus accreditation described in the Erasmus quality standards;

- **applicant has proposed a clear and complete allocation of tasks** in line with the Erasmus quality standards;

- **applicant has allocated appropriate resources** to manage the programme activities in accordance with the Erasmus quality standards;

- **appropriate involvement** of the organisation’s management;

- appropriate measures defined to ensure **continuity** of programme activities in case of changes in staff or management;

- **applicant has proposed concrete and logical steps to integrate the results of mobility activities** in the organisation’s regular work - for consortium coordinators, this applies to the entire consortium.

Overall Funding Threshold of 70%. Minimum of 50% required under each Assessment Criterion.
Activity 1: Groupwork
ACTIVITY 1: GROUPWORK

- List Key Development Goals and Priorities
- Map to Erasmus+
- Develop Mobility Objectives
- Agree How to Measure Achievement

• READ INSTRUCTIONS
• USE FLIPCHART
• APPOINT RAPPORTEUR
ACTIVITY 1: EXAMPLES

• WHY: Improve learner engagement in classroom activities;
• WHAT: Group mobility for 20 learners to Spain;
• HOW: Satisfaction questionnaires for learner participants.

• WHY: Improve learner engagement in classroom activities;
• WHAT: Group mobility for 20 learners to a Community learning hub in Spain where they can observe and experience first-hand how learners engage in classroom activities individually and in groups;
• HOW: Satisfaction questionnaires for all participants (including host institution) plus learner testimonies.
Coffee Break
Group Feedback

- Goals and Priorities
- Erasmus+ Mobility Objectives (what and why)
- Measuring Achievement
Activity 2: Groupwork
ACTIVITY 2: KEY ACTIONS

• Name 3 actions or steps that are important to include when planning a future mobility programme?

• List each action on a separate POST-IT NOTE and bring forward when invited

• Actions should relate to planning, delivery and follow-up of mobility (i.e. not actions that individual learners will undertake)
Key Mobility Actions-Steps

Before Mobility
- Establish Partnership
- Prepare Memorandum of Understanding (MoU)
- Identify Learning Targets / Learning Outcomes (LOs)
- Discuss Assessment
- Agree How to Document and Recognise Achievement
- Prepare Learners
- Inform Key Stakeholders
- Sign Learning Agreement

During Mobility
- Provide Learning Activities
- Monitor and Support (Accompanying Persons; Onsite Hosts)
- Carry Out Assessment
- Document Achievement - Personal Transcript (e.g. Europass Mobility)

After Mobility
- Validate, Verify and/or Recognise Learning Achievement / Outcomes
- Evaluate and Review Processes and Results
- Promote Mobility Successes (internal; external)
Erasmus+ Quality Standards for KA1 Mobility in ADU-SCH-VET

**BASIC PRINCIPLES**
inclusion and diversity; environmental sustainability and responsibility; digital education (including virtual cooperation and blended mobility); active participation in Erasmus+ networks.

**GOOD MANAGEMENT AND MOBILITY**
ownership of mobility (not outsourced); transparent roles for third parties; proportional partner contributions (not-for-profit model); integration of results; developing institutional capacity; regular encoding of mobility data; gathering and use of participant feedback.

**CONSORTIUM COORDINATORS**
clear allocation of tasks and funding; joint decision-making; sharing of experiences and results; active involvement of all partners in selection and engagement of host organisations.

**QUALITY AND SUPPORT TO PARTICIPANTS**
practical arrangements and support (TAS; logistics; visas); open, fair and transparent selection; health and safety; preparation; language support; learning outcomes, assessment and recognition; monitoring and mentoring.

**SHARING RESULTS AND KNOWLEDGE**
sharing results among partners and others; acknowledging EU financing.

1 similar to the principles adopted by ECHE recipients
ACTIVITY 2: GROUPWORK

- READ INSTRUCTIONS
- USE FLIPCHART
- APPOINT RAPPORTEUR
LUNCH
Activity 3: Groupwork
ACTIVITY 3: KEY ACTORS

• Beyond the organising team and direct participants in mobility programmes, which other stakeholders are important to consider in the planning and delivery of Erasmus+ mobility?

• Consider internal and external stakeholders

• List each stakeholder group on a separate POST-IT NOTE and bring forward when invited
ACTIVITY 3: GROUPWORK

- READ INSTRUCTIONS
- USE FLIPCHART
- APPOINT RAPPORTEUR
KA120

Erasmus Accreditation in ADU, SCH and VET

REMINDER
RELEVANCE (10 Points)

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- appropriate measures defined to ensure continuity of programme activities in case of changes in staff or management;
- applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation’s regular work - for consortium coordinators, this applies to the entire consortium.

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Open Questions
Thank you for listening