

Erasmus+ Accreditation Workshop for Adult Education and VET

Zagreb
14 September 2023



Welcome and Introduction



Erasmus+



AGENCIJA ZA
MOBILNOST I
PROGRAME EU

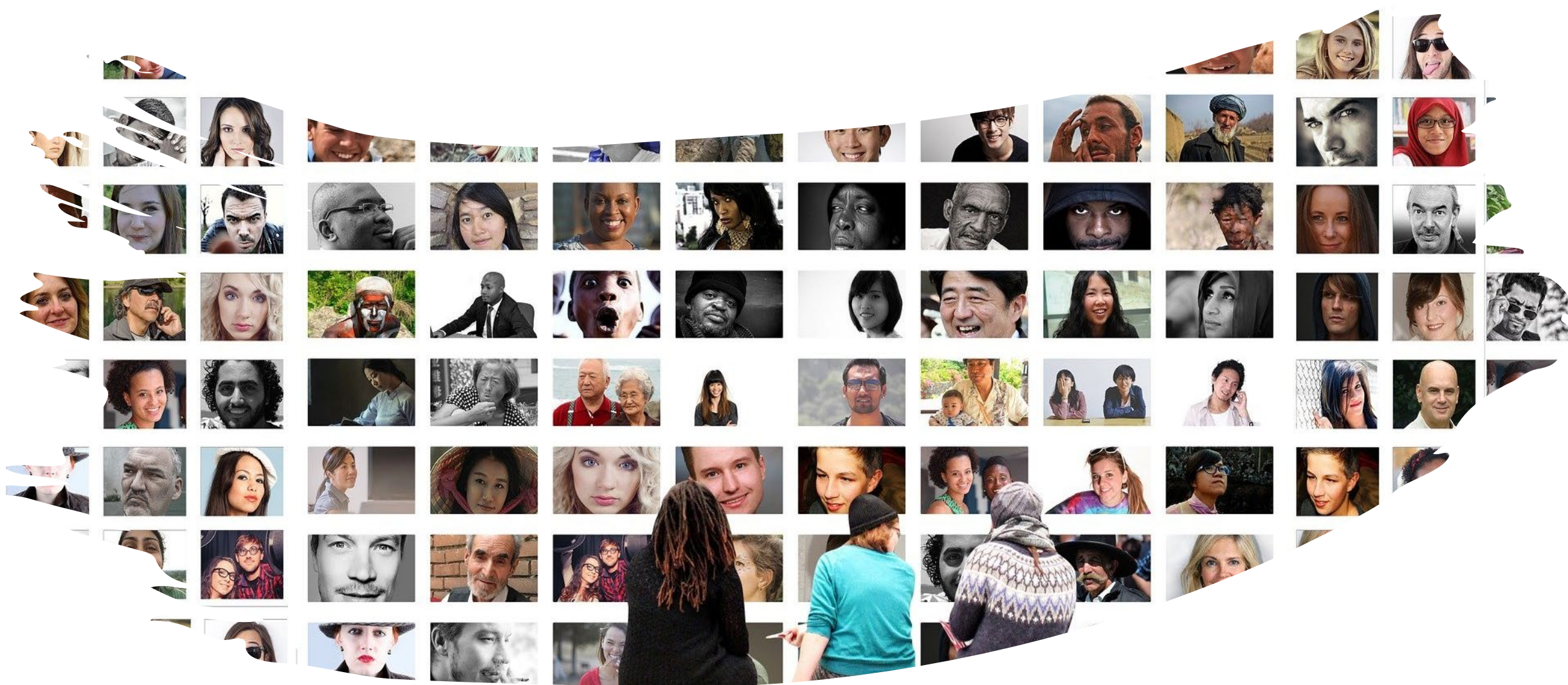
Formal Welcome

Marija Pavlović Bolf

Paul - Orientra

Meet the Trainer





Meet the Room (C-19)

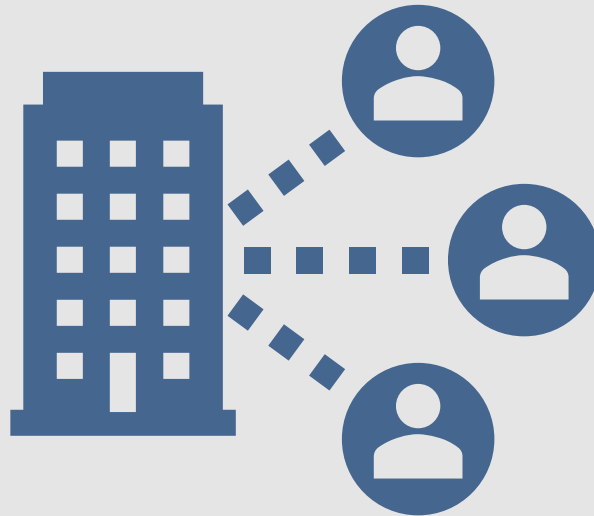
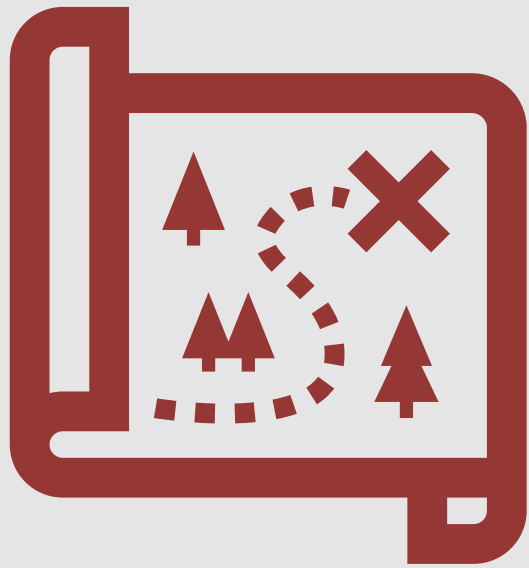
Meet the Room (IRL)



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

THREE KEY ACTIONS



Erasmus+

KEY ACTION 1:
Learning Mobility of Individuals

ANNUAL Calls for Proposals for each year of the Programme.

KEY ACTION 2:
Cooperation among Organisations and Institutions

PHASED, SINGLE and MULTIPLE deadlines for different actions.

KEY ACTION 3:
Support to Policy Development and Cooperation

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

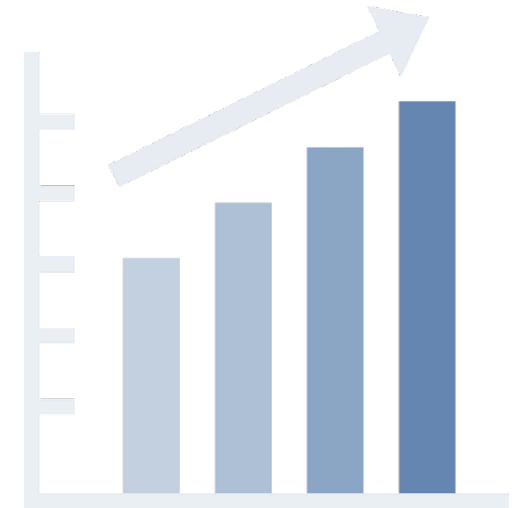


Overall Programme Budget of around **€28 billion** including €2 billion from EU external instruments

① previous programme budget was €14,7 billion

Budget increase from **€2,44 billion (2021)** to **€3,39 (2023)**

Erasmus +
...increasing budgets





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



European Education and Culture Executive Agency





Erasmus+



INDIRECT MANAGEMENT

Key Action 1	Key Action 2
<ul style="list-style-type: none"> ★ Mobility for Learners and Staff in Adult Education (ADU) <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ★ Partnerships for Cooperation: CP (except European NGOs and Sport)
<ul style="list-style-type: none"> ★ Mobility for Pupils and Staff in School Education (SCH) 	<ul style="list-style-type: none"> ★ Partnerships for Cooperation: SSP (except European NGOs and Sport; not HED)
<ul style="list-style-type: none"> ★ Mobility for Learners and Staff in Vocational Education and Training (VET) <input checked="" type="checkbox"/> 	
<ul style="list-style-type: none"> ★ Mobility of Staff in the Field of Sport (SPO) 	
<ul style="list-style-type: none"> ★ Learning Mobility in the Field of Youth (YOU) including Youth Participation Activities and DiscoverEU 	
<ul style="list-style-type: none"> ★ Mobility for Higher Education (HED) Students and Staff, including Blended Intensive Programmes and Mobility to non-associated Third Countries 	

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.



WHAT ARE THE ADVANTAGES OF AN ERASMUS ACCREDITATION?

To be accredited, organisations need to create a plan to implement high-quality mobility activities and use them to improve their education and training offer. Once accredited, organisations can take advantage of the following benefits:

STABLE FUNDING

Your organisation can rely on the Programme to support you with funds for new mobility activities every year.



OPPORTUNITY TO GROW AND EXPLORE

You can try new types of activities or collaborations with new partner organisations – without having to write a new application every time.



MAKING YOUR OWN STRATEGY

Erasmus accreditation lets you define your own goals and gives you the freedom to choose the speed at which you want to move. As you progress, you can also update your plan to keep it relevant.

INVESTING INTO THE FUTURE

Stable access to funding means you can focus on long-term goals. Mobility activities can be used to gradually raise the quality of teaching and learning in your organisation to new levels.



Erasmus accreditation is like a membership card for the Programme's mobility action.





Strategic, **M**eaningful, **R**ecognisable and
Transferable learning through
international mobility.

TWO TYPES OF ERASMUS ACCREDITATION

If you decide to apply for Erasmus accreditation, there are two options:



ERASMUS ACCREDITATION FOR INDIVIDUAL ORGANISATIONS

This is the standard option – your organisation applies to receive funding for its own staff or learners.

It is also possible to upgrade your individual accreditation to an accreditation for mobility consortium coordinators once you have gained some valuable experience!



ERASMUS ACCREDITATION FOR MOBILITY CONSORTIUM COORDINATORS

Accredited mobility consortium coordinators can take the lead of a group of organisations working on a joint plan and organising mobility activities abroad.

Your consortium members do not need to have Erasmus accreditation themselves, but they need to be from the same country as your organisation.



Not sure you want to apply? There are other options!

Erasmus accreditation is not obligatory. There are other ways to join the Programme. Here are some alternatives:

- apply for a short Key Action 1 project
- join an existing mobility consortium
- host participants from a partner organisation abroad

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.



A man in a blue suit, white shirt, and patterned tie stands to the right of a chalkboard. He has his hands clasped and is wearing a watch and a bracelet. The chalkboard contains the following mathematical expressions:
$$F: I \rightarrow \mathbb{R}, x \mapsto \int_a^x f(t) dt$$
$$\int_a^b f(x) dx = F(b) - F(a)$$

Types of Staff Mobility (ADU and VET)

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

Accompanying Persons are not the same as Staff Mobility

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 Programmes¹ 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.

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**.

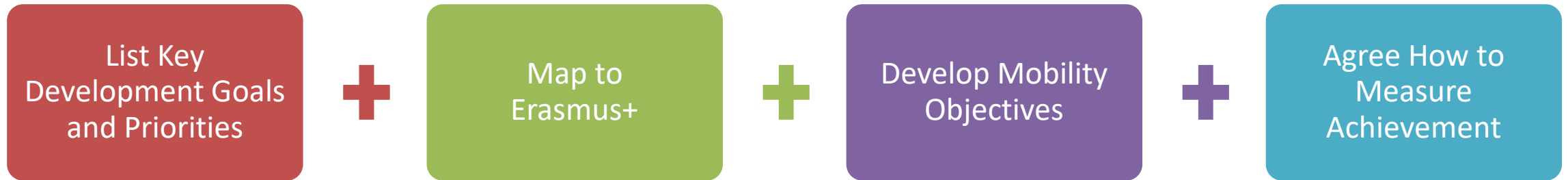
ERASMUS PLAN-MANAGEMENT (30 Points)

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.

Activity 1: Groupwork

ACTIVITY 1: GROUPWORK



- **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



Erasmus+
Mobility
Objectives
(what and why)

Goals and
Priorities

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-VET¹

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**



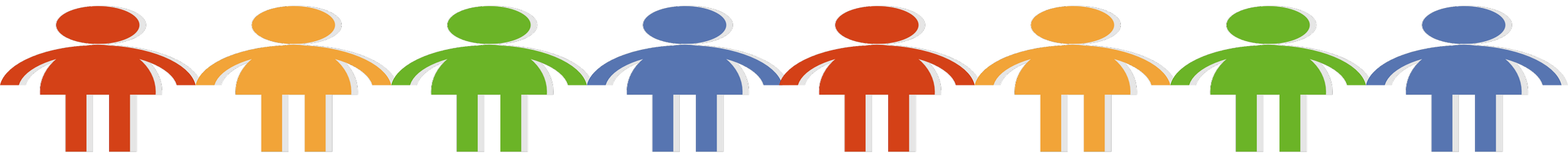


LUNCH

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)

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.

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.

Open Questions

Thank you for listening



orientra



www.linkedin.com/in/orientra-guest