Multi Donor Initiative Skills4Recovery
Enhancing Skilled Labour Training
for Ukraine's Recovery

Handbook

for VET Providers on how to prepare, submit and manage Erasmus+ projects

Implemented by:

This Handbook was developed by Christin Cieslak, Ivanna Atamanchuk and Johannes Edelmann of **Particip GmbH** under the contract “EU Mobility in VET: Empowering Providers through International Exchange Programmes”, within the framework of the Multi Donor Initiative Skills4Recovery, which is jointly co-financed by the European Union, Germany, Poland, Estonia and Denmark, and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Solidarity Fund PL (SFPL).

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Content

1 Introduction

1.1 Purpose & scope of the handbook

This handbook offers practical guidance for Vocational Education and Training (VET) providers — particularly in Ukraine — on how to navigate Erasmus+ opportunities. It explains the structure of the programme, outlines the requirements for Key Action 1 (KA1) and Key Action 2 (KA2), and provides step-by-step instructions for preparing, submitting, and managing projects.

The handbook is designed for selective reading, so can move directly to the chapters most relevant to you.

Information provided here is based on the Erasmus+ Programme Guide 2026 and corresponding rules in force at the time of writing. As deadlines, templates, and programme conditions may change, always consult the latest Programme Guide and official updates before submitting an application.

While comprehensive, this handbook is not a replacement for official EU documents such as the Programme Guide, the Guide for Experts, or National Agency guidance. These documents remain the authoritative sources for determining eligibility, funding conditions, and compliance requirements.

1.2 Who this guide is for

The handbook is tailored to the needs of Ukrainian VET providers, who currently participate in Erasmus+ as organisations from a third country not associated to the Programme (previously known as *Partner Country*). All explanations, examples, and practical tips reflect this specific context.

Organisations from other countries or working in other education sectors may still find the material useful. However, differences in national rules, deadlines, and funding conditions mean that additional verification is required when applying the guidance outside the Ukrainian VET context.

1.3 Disclaimer & GDPR note

All Erasmus+ projects must comply with the General Data Protection Regulation (EU) 2016/679 (GDPR). This includes the collection, storage, use, sharing, and deletion of any personal data processed during the project — such as participant information, staff details, mobility documentation, contact lists, and photographs.

Project partners are responsible for applying data-protection principles, ensuring secure data handling, and respecting the rights of learners and staff. These obligations apply to all organisations involved in project implementation, including those based outside the EU.

A practical overview of data-protection requirements for Erasmus+ project management is provided in Chapter 11.4 *Data Protection and GDPR Compliance*.

2 Glossary of Terms

- ALE – Adult Learning and Education
- Learning activities for adults, formal or non-formal, aimed at developing personal, social, or professional competences throughout life.
- Applicant Organisation
- The organisation submitting the application and legally responsible.
- Beneficiary Module
- EU online system for Erasmus+ project management and reporting (formally: Mobility Tool+).
- Call for Proposals
- Official invitation (by the EC or NAs) to submit project applications.
- CoR – European Committee of the Regions
- EU advisory body representing regional and local authorities.
- Consortium
- A group of organisations jointly implementing an Erasmus+ project.
- Dissemination
- Activities that ensure project results are shared and used by others beyond the participating organisations.
- **European Education and Culture Executive Agency** (EACEA)
- **Electronic Platform for Adult Learning in Europe** (EPALE)
- External Expert
- Independent evaluator contracted by the EC, EACEA, or a NA to assess E+ project proposals.
- Grant Agreement
- The legally binding contract between the beneficiary and the funding.
- Green Travel
- Travel using low-emission or environmentally friendly means.
- Impact

- The longer-term benefits or changes resulting from E+ project activities at individual, organisational, or systemic level.
- **Inclusion and Diversity**
- E+ horizontal priority.
- **KA1** – Key Action 1: Learning Mobility of Individuals
- **KA2** – Key Action 2: Cooperation Among Organisations and Institutions
- **KA3** – Key Action 3: Support to Policy Development and Cooperation
- Mobility Tool+(Outdated) EU online platform for managing participant data and reporting results. (Now: Beneficiary Module)
- **National Agency (NA)**
- **National Erasmus+ Office (NEO)**
- **Organisation ID (OID)**
- Unique registration number for organisations applying for funding.
- Partner Country (now: Non-associated Third Country)
- Country not formally associated with Erasmus+ but eligible to participate in specific actions, usually as a partner organisation.
- Partner Organisation
- Organisation participating in an Erasmus+ project without acting as coordinator.
- **Participant Identification Code** (PIC)
- Nine-digit code used for applications in centrally managed EU programmes via the Funding & Tenders Portal.
- Programme Guide
- Official document describing E+ rules, objectives, priorities, and eligibility conditions.
- Sending Organisation
- Organisation sending learners or staff abroad for mobility activities.
- Sustainability
- Ensuring that project results continue to have a positive impact after funding ends.
- Vocational Education and Training (VET)
- Education and training that provide knowledge, skills, and competences for specific occupations or broader employability.

3 Erasmus+ Overview

3.1 The Who is Who in European Funding

When talking about Erasmus+ and European funding, it is essential to first understand the institutional landscape behind the programme. Knowing who does what — and how they relate to one another — helps to make sense of where decisions come from.

The European Commission (EC)

The European Commission oversees Erasmus+: it sets priorities, prepares the Annual Work Programme, allocates the budget, and ensures implementation in line with EU rules. DG EAC leads this work. The Commission does not assess individual applications but defines the framework for those who do.

The European Parliament (EP)

The Parliament co-legislates EU law, approves the budget, and holds the Commission accountable. While it does not manage Erasmus+, it shapes its legal basis and long-term priorities.

The European Council

The European Council sets the EU's overall political direction. It does not pass laws but provides strategic guidance on major issues such as budget frameworks and international relations.

Do not confuse the European Council with the Council of the European Union.

The Council of the European Union (CoE / Council of Ministers)

Also called "the Council," it represents Member States. National ministers adopt legislation, including the Erasmus+ regulation, and agree on programme priorities and budget.

The Directorate-General for Education, Youth, Sport and Culture (DG EAC)

DG EAC defines Erasmus+ strategy and ensures alignment with EU priorities (e.g. inclusion, digitalisation, sustainability). It prepares the Programme Guide and oversees implementation across countries.

The European Education and Culture Executive Agency (EACEA)

EACEA manages centralised Erasmus+ actions (e.g. Erasmus Mundus, CoVE, CBVET, Jean Monnet). It handles calls, evaluation, contracting, and monitoring. VET providers mainly interact with EACEA in centralised KA2 projects.

THE NATIONAL AGENCIES (NAs)

National Agencies implement Erasmus+ at country level. They manage decentralised actions (KA1, KA2), support applicants, evaluate proposals, award funding, and monitor projects.

NATIONAL ERASMUS+ OFFICES (NEOs)

NEOs operate in third countries not associated to the programme. They do not fund projects but provide information, support participation, and facilitate cooperation. NEO-UA plays this role in Ukraine.

NATIONAL AUTHORITIES

National Authorities (ministries or equivalent bodies) define national priorities, supervise National Agencies, and ensure alignment with education policy.

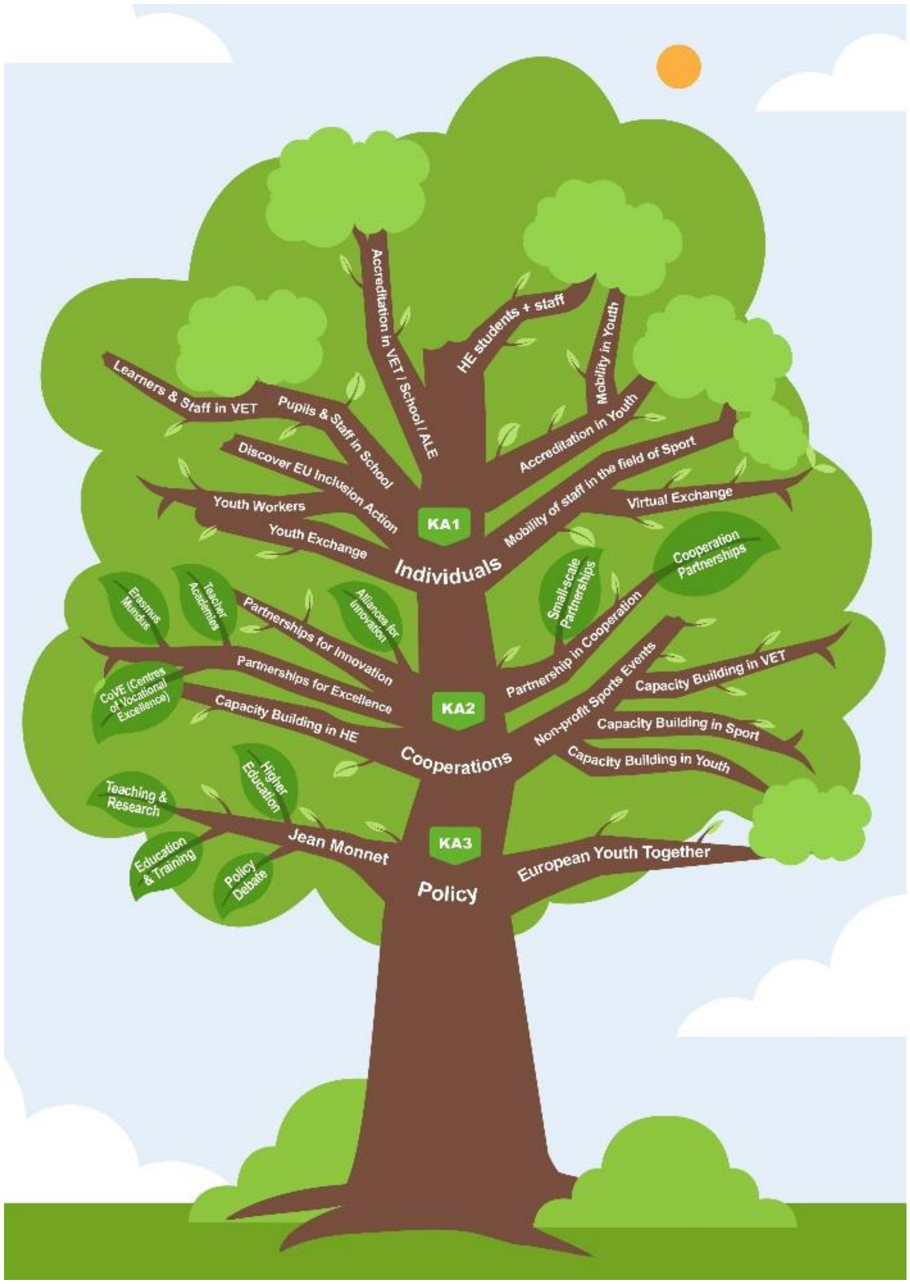
EU DELEGATIONS

EU Delegations represent the EU externally. They support Erasmus+ visibility and link it to broader EU cooperation, often working with NEOs and national authorities.

SALTO RESOURCE CENTRES

SALTO centres provide thematic support, training, and tools (e.g. inclusion, digitalisation, participation). They do not fund projects but support implementation and partner-finding.

3.2 The Erasmus+ Tree – Structure of the Programme (2021–2027)



To help make sense of Erasmus+ and its many layers, the following chapter will be using the image of a tree, from the strong stem of the key actions, through the branches of action types, all the way to the specific leaves that represent concrete project formats.

Stem = Erasmus+ Programme
The entire programme structure, growing through different levels of KA1, KA2, & KA3.

Branches = Action Types
Structures like Mobility for Learners & Staff in VET, Capacity Building in VET or Partnerships for Excellence, which grow from each Key Action.

Leaves = Project Formats
The specific activities and project types that organisations can apply for — Culture of Vocational Excellence or Education & Training.

Each branching represents a different pathway, defining who can participate and how. All with the overall objective **to encourage and enable individuals to go abroad, gain new experiences, and learn.**

3.2.1 The Stem – Action Levels

In our metaphor, the Erasmus+ stem has **three main levels**, called **Key Action 1 (Individuals)**, **Key Action 2 (Cooperation)**, and **Key Action 3 (Policy)**.

- **Key Action 1 (KA1)** focuses on sending individuals abroad for individual development and learning.
- **Key Action 2 (KA2)** supports partnerships and cooperations between organisations. While individuals still travel abroad, the emphasis is on collaboration between organisations of different sizes and types. These partnerships not only help the organisations gain new competences but often also lead to the creation of outputs (such as guidelines, handbooks, or tools).
- **Key Action 3 (KA3)** is about cooperation at the systemic and policy level. These projects aim to influence strategies, systems, or policies, still using the principle of people collaborating, exchanging knowledge, and developing together.

Although the three Key Actions operate on different levels — individual, organisational, and policy — they all rely on the same core method: **international mobility of individuals and cooperation as a driver for development.**

3.2.2 The Branches – Action Types

Looking at the KA1 branches more closely, we see that all of these branches aim at enabling individuals to go abroad and learn — but they differ in **who** specifically can take part (e.g. pupils vs. teachers, learners vs. youth workers), in **which setting** (Higher Education, VET, schools, adult learning, youth work), and in **what the goals are** (personal development, professional upskilling, intercultural learning).

Moving on to the KA2 branches, they define how cooperation projects and partnerships are to be designed: **what form** they take, **how long** they last, and **what budget** they may receive. The aim is for organisations (e.g. NGOs, schools, training centres, businesses) to collaborate, gain international experience, and build new skills. Often, they produce results that can also be used by others outside the project, such as new methods, training materials, or innovative tools.

Lastly, under KA3, we find initiatives usually are larger, involve higher funding, and are specifically designed to create impact at the **policy level — influencing systems, strategies, and long-term developments** in education and training.

3.2.3 The Leaves – Project Formats

On some of the branches of the Erasmus+ tree leaves can be found — they represent the very project formats organisations can apply for. And while the branches set the type of action and initiative one might take up (e.g. accreditation, partnership or mobility), the leaves show how that type of action is translated into concrete action.

COOPERATION AMONG ORGANISATIONS

Under Key Action 2, organisations work together across countries to collaborate, exchange knowledge, and create results that support education, training, youth, and sport. There are three main types of cooperation under KA2, each with its own “family” of project formats:

A. Partnerships for Cooperation

These projects focus on bringing together organisations to share ideas, methods, and practices. They are suitable for both experienced organisations and newcomers.

- **Cooperation Partnerships**

  Larger-scale projects that aim to develop and transfer innovative practices. They are ideal for experienced organisations seeking strong strategic impact.

- **Small-scale Partnerships**

  Designed for newcomers or small organisations with limited experience. These projects are easier to manage and require lower grant amounts, making them more accessible.

B. Partnerships for Excellence

These initiatives aim to raise standards across Europe by developing high-quality practices, especially in vocational and higher education.

- **Centres of Vocational Excellence (CoVE)**

  Projects that bring together VET providers, companies, and other stakeholders to form regional or sectoral excellence hubs.

- **Teacher Academies**

  Support for international partnerships between teacher education institutions to improve teacher training quality and relevance.

- **Erasmus Mundus**

  Prestigious joint Master's programmes offered by international university consortia, designed to attract top global talent and promote excellence in higher education.

C. Partnerships for Innovation

These projects are designed to generate new solutions and foster innovation in education, training, and youth work.

- **Alliances for Innovation**

  Strong collaborations between education providers and businesses to develop new curricula, teaching methods, or sectoral responses to future skill needs.

Cooperation at Policy Level

Under Key Action 3 (KA3), Erasmus+ supports projects that aim to improve education and training systems by influencing **policy, strategy, and long-term change**.

The main initiative under KA3 is **Jean Monnet**, which promotes teaching and research in the field of European Union studies. These projects are usually implemented by higher education institutions and policy actors.

Jean Monnet Actions include:

- **Higher Education**

  Support for university-level teaching, research, and reflection on EU topics.

- **Teaching & Research**

  Grants for academic modules, chairs, and centres of excellence to strengthen EU-related education.

- **Education & Training**

  Opportunities for teacher training institutions and schools to develop content and methods for teaching about the EU.

- **Policy Debate**

  Platforms for academic and policy-related dialogue on European integration and education development.

All of these project formats – from Small-scale Partnerships to Jean Monnet Chairs – represent **the practical tools** Erasmus+ offers to help organisations, educators, and policymakers shape the future of learning in Europe and beyond.

Stem	**Branches – Action Types)**	**Leaves – Project Formats**
Ka1 – Individuals	Mobility Projects for HE students & staff Accreditation in VET / School / ALE Mobility for Learners & Staff in VET Mobility for Pupils & Staff in school Mobility for Learners & Staff in ALE Learning Mobility in Youth Accreditation in Youth Virtual Exchange Mobility of staff in the field of Sport	
Ka2 – Cooperations	Partnership in Cooperation	Cooperation Partnerships Small-scale Partnerships
	Partnerships for Excellence	CoVE Teacher Academies Erasmus Mundus
	Partnerships for Innovation	Alliances for Innovation
	Capacity Building in HE **Capacity Building in VET** Capacity Building in Youth Capacity Building in Sport Non-profit Sports Events	
Ka3 – Policy	European Youth Together	
	Jean Monnet	Higher Education

3.3 Horizontal priorities

Erasmus+ is guided by a set of horizontal priorities that apply across all sectors and Key Actions. They shape how projects contribute to the programme's overall aim: supporting lifelong learning and the development of individuals in education, training, youth, and sport.

These priorities are not optional. They should be integrated from the start, influencing both project design and evaluation.

3.3.1 Inclusion and Diversity

Erasmus+ promotes equal access and participation. Projects should address barriers such as socio-economic background, disability, cultural differences, or limited access to education. Inclusion must be embedded in design and implementation.

3.3.2 Digital Transformation

The programme supports a digitally competent education system. Projects should promote digital tools, online cooperation, and the development of digital skills through formats such as blended mobility or digital learning.

3.3.3 Environment and Fight against Climate Change

Aligned with the EU Green Deal, Erasmus+ encourages sustainable practices and green skills. Projects should reduce environmental impact, promote green mobility, and support awareness and competences for the green transition.

3.3.4 Participation in Democratic Life

This priority strengthens active citizenship, democratic participation, and a sense of belonging. Projects should encourage dialogue, critical thinking, intercultural exchange, and civic engagement.

Integrating these priorities strengthens your proposal and aligns it with Erasmus+ strategic objectives.

3.4 Platforms & tools

This chapter introduces the main European Commission platforms supporting the Erasmus+ application process, focusing on those most relevant in practice.

There is currently no platform dedicated exclusively to VET. As a result, VET providers typically use platforms developed for Adult Learning or School Education.

Before using these tools, you must first create a general profile. This serves as your entry point to all Erasmus+ platforms and services.

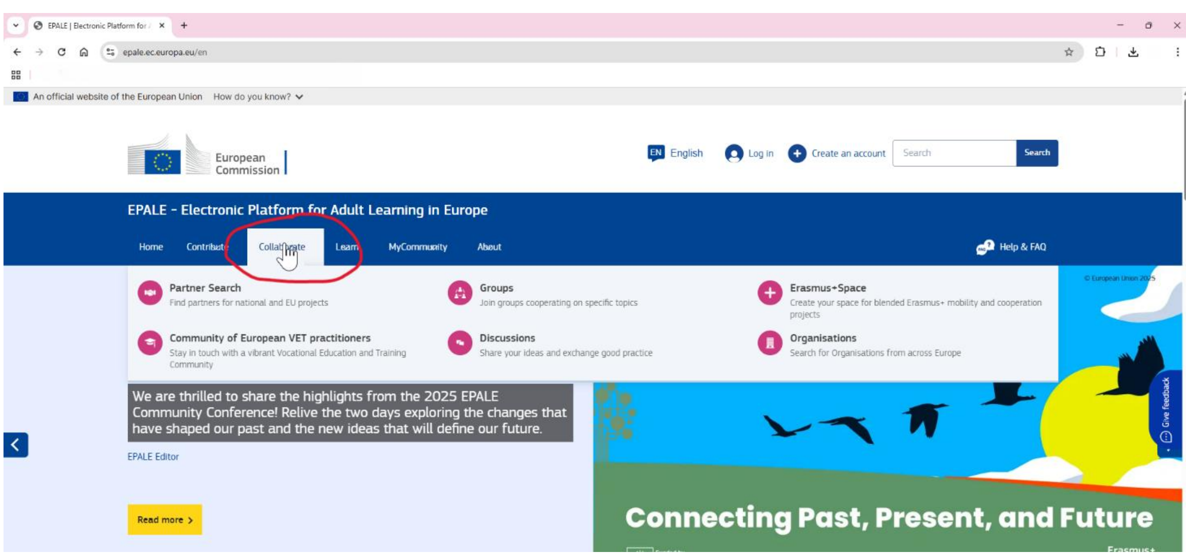
FUNDING & TENDERS PORTAL

The **Funding & Tenders Portal** is the central place to explore funding opportunities offered by the European Union. Here, you will find all relevant calls for proposals, terms and regulations, and application deadlines. You will also prepare, store, and eventually submit your Erasmus+ application through this portal. In short, it is the official "home base" for managing your funding application.

EPALE

The **Electronic Platform for Adult Learning in Europe (EPALE)** is the official portal for adult educators, trainers, and policy stakeholders in the field of Adult Learning and Education (ALE). Since its launch in 2015, EPALE has grown into a wide-ranging platform with multiple functions:

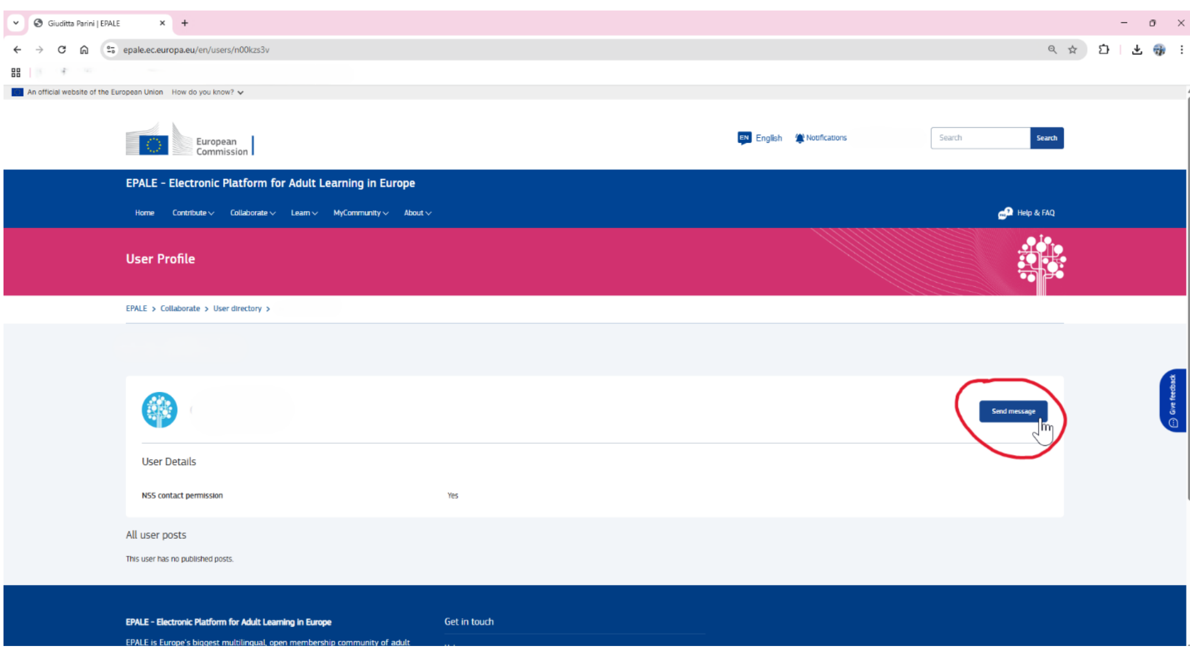
- **Partner Search:** You can register your organisation, post partner requests (e.g. when looking for additional partners or a project coordinator), and browse existing announcements to see who might be looking for organisations like yours.



This two-way function makes EPALE a valuable tool both for finding partners and for gaining inspiration on what types of collaborations are possible.

EPALE Partner Search homepage with options to register your organisation, post a partner announcement, and search existing offers.

- **Resource Centre:** Users can upload project results, academic studies, articles, or blog posts. EPALE also produces their own Podcast Series to introduce you to many ALE topics. This section can be an excellent starting point to explore existing practices, identify gaps, and further develop your project ideas.
- **Implementation Tools:** EPALE also offers practical spaces to support ongoing projects. Online groups (either public or private) provide topic-specific discussions among stakeholders. The Erasmus+ Space allows you to create a dedicated project workspace where partners can share documents, exchange information, and collaborate in a secure environment. In addition, Discussion Forums and the Organisation Search function help you connect with relevant actors across Europe, either by geographical location or thematic expertise. A News Section and European wide Event Page can also be found.



EPALE user profile view. Use the "Send message" button to contact a potential partner directly through the platform.

ETwinning

The **European School Education Platform** is a community-based hub where people interested in collaboration — especially teachers and other school staff — can connect. It offers opportunities to learn, for example through **Expert Views**, a monthly series of articles and video interviews with educational stakeholders, policymakers, and researchers.

Users can also benefit from a wide range of tools available in the platform's **comprehensive resources section**, which includes tutorials, research, and various publications. Over the years, **eTwinning**, now part of this platform, has built an extensive content library that serves as a valuable starting point for initial research and inspiration when planning Erasmus+ projects.

In addition, the platform includes **people- and organisation-search functions**, as well as a dedicated **Erasmus+ project partner search**. All of these tools can be filtered specifically for VET-related opportunities, making the platform relevant even beyond school education.

The Erasmus+ Project Results Platform

The **Erasmus+ Project Results Platform (EPRP)** is a large database of previously funded projects. For some actions, such as KA2 Partnerships, uploading results is mandatory, making it a valuable source of European cooperation and outputs.

Beyond an archive, EPRP is a practical tool for developing project ideas. Its booklet function allows you to search for relevant projects and compile them into a customised collection. This helps you see what has already been done, who was involved, and where there is room for innovation.

You can search by keywords and filter results by project status, labels or awards, action type (e.g. KA1 or KA2), fact sheets, or call year. Each result provides a concise overview, including status, start date, summary, topics, quality labels, action type, and participating countries.

From there, you can either:

- **Open project details** for an in-depth view, including objectives, partners, outcomes, and impact.

- Or **save the project to "My Booklet."** Once you add your selected projects, the platform generates a booklet in PDF format, complete with a table of contents and active hyperlinks to each project page. The booklet includes all the key details you might need: project title, coordinator, budget, partners, objectives, results, and impact — essentially a ready-to-use reference guide.

This overview helps you:

- See what has already been done and avoid "reinventing the wheel."
- Identify potential partners for collaboration by reviewing project consortia.
- Gain inspiration for adapting existing tools to your own target group, your own organisational background, or country specific law — which can itself be considered an innovative aspect in a proposal.
- Strengthen your project idea with concrete examples, especially by learning from projects awarded the **Good Practice Example** label by National Agencies.

In short: exploring the EPRP is one of the smartest ways to prepare. It can sharpen your idea, boost your confidence, and ease the workload of developing a detailed project concept — because you are building on what has already proven to work.

EU ACADEMY

The **EU Academy** is the European Commission's official learning platform, offering free, self-paced resources such as courses, MOOCs, webinars, and podcasts.

You can search and filter results by **learning level, language, duration, type of training, provider, or focus area.** This helps you find content tailored to your needs.

The platform covers a wide range of topics, from agriculture and inclusion to health and infrastructure. It also offers useful materials on Erasmus+ applications. While not always sector-specific, these provide a solid understanding of the programme and its requirements.

4 Getting Ready

4.1 Eligibility & programme country rules for Ukrainian VET providers

Ukrainian Vocational Education and Training (VET) providers participate in Erasmus+ as organisations from a **third country not associated to the Programme**. This status determines which actions they can take part in and in which role, **according to the Erasmus+ Programme Guide 2026**.

As a third country not associated to the Programme, Ukrainian organisations:

- **cannot apply as lead applicants** for decentralised Erasmus+ actions managed by National Agencies;
- **can participate as partner organisations** in eligible Key Action 1 (KA1) and Key Action 2 (KA2) projects;
- are **core eligible partners** in certain centrally managed actions, most notably **Capacity Building in VET (CBVET)**.

Participation therefore requires cooperation with organisations from **EU Member States or countries associated to the Programme**, being the actual applicants or coordinators for the project.

<u>FOR KA1 THAT MEANS:</u>

Ukrainian VET providers cannot submit KA1 applications themselves. However, they may participate as sending, hosting, or supporting organisations in mobility projects coordinated by an eligible Programme Country organisation.

In practice:

1. the Programme Country organisation submits the application and signs the grant agreement;
2. Ukrainian organisations contribute through partnership agreements;
3. mobilities may involve learners or staff travelling from Ukraine to Programme Countries and/or staff travelling to Ukraine.

All KA1 activities involving Ukrainian partners must comply with the Erasmus+ Quality Standards, including participant selection, preparation, learning agreements, mentoring, validation of learning outcomes, and reporting.

<u>FOR KA2 THAT MEANS:</u>

Ukrainian VET providers can participate in selected KA2 actions.

- **Cooperation Partnerships (KA220)**
  Ukrainian organisations may participate if their involvement brings clear added value to the project. Their role must be well justified, and the Programme Country coordinator remains responsible for eligibility, budget management, and reporting.

- **Capacity Building in VET (CBVET)**
  CBVET is the main KA2 action designed for cooperation with Ukrainian VET providers. Ukrainian organisations are expected to play a substantive role in project design, implementation, piloting, and sustainability. Projects are submitted via the Funding & Tenders Portal and managed by the European Education and Culture Executive Agency (EACEA).

GENERALLY THAT MEANS:

Across all actions, Ukrainian VET providers must:

- be legally registered organisations in Ukraine;
- have sufficient operational capacity (staff, time, cofinance resources) to implement assigned tasks;
- register in the relevant EU systems (OID and/or PIC);
- comply with GDPR and Erasmus+ rules on inclusion, sustainability, ethics, and visibility.

> Eligibility alone does not guarantee participation. Organisations must also demonstrate readiness, capacity, and meaningful contribution, which are addressed in the following chapters.

4.2 Registering for OID and PIC codes

As mentioned above: before you can apply for Erasmus+ funding, your organisation must be officially registered. Depending on the type of project or programme you are applying for, you will need either a Participant Identification Code (PIC) or an Organisation ID (OID) — or in some cases, both.

To register for either code, the first step is to create an EU Login account. This account allows you to access EU Commission portals and is required for all Erasmus+ registration and application processes.

STEP 1: CREATE AN EU LOGIN ACCOUNT

If your organisation does not yet have an EU Login, you can create one for free. This account is necessary to access all relevant EU web services.

Step 2: Register for a PIC

The Participant Identification Code (PIC) is used for certain centralised programmes like Horizon Europe.
To register:

1. Visit the Funding and Tender Opportunities Portal (F&TP)
2. Log in using your EU Login credentials
3. Create a profile for your organisation
4. Fill in the required details and submit the form

Upon these steps, an institution obtains PIC, which will be used for all further Erasmus+ centralised application activities, and a status **Declared**. In order to obtain funds upon project proposal approval and start implementing the project, the institution is obliged to get a status **Validated***.* To get this full status, the institution must go through the institutional validation process providing: Legal Entity Form, Financial Identification Form, Legal Entities and Bank Accounts Form, as well as other required official documents with authorised translation

Step 3: Register for an OID

The unique Organisation ID (OID) is used for most Erasmus+ and European Solidarity Corps projects. To get one:

1. Go to the Organisation Registration System (ERS)
2. Log in with your EU Login and select “Register My Organisation”
3. Complete the form with basic organisation details, including legal address and contact person
4. Upload the required documents (typically a Legal Entity Form and a Financial Identification Form)
5. Submit the form to receive your OID

Things to Keep in Mind

- Each organisation only needs to register **once**. If you already have an OID or PIC, you can update your organisation’s details at any time through the relevant portal. **Please note: you should never register for a second OID or PIC.** Duplicate registrations cause confusion in the system and can delay or even block your application. Always check carefully whether someone from your organisation — now or in the past — has already completed the registration process before creating a new account.
- The OID is typically used for decentralised Erasmus+ actions (KA1, KA2), while the PIC is needed for centralised programmes (managed by EACEA).

- If your organisation already has a PIC, it may already be linked to an OID. You can check this via the Organisation Registration System.

4.3 Understanding Erasmus+ Quality Standards (Mobility & Cooperation)

High-quality implementation is central to all Erasmus+ projects. Whether applying for KA1 mobility or KA2 cooperation projects, organisations must show that activities are well planned, delivered, and monitored in line with programme expectations. These requirements apply not only at application stage but also during monitoring, reporting, and audits. Understanding them early helps ensure coherent project design and smoother implementation.

For KA1, requirements are defined in the Erasmus+ Quality Standards, which form part of the grant agreement. For KA2, there is no single standards document; instead, quality is assessed through four award criteria, which define what National Agencies consider a relevant, feasible, and impactful project.

4.3.1 Mobility Projects (Key Action 1)

The Erasmus+ Quality Standards for mobility ensure that learners and staff have a meaningful, safe, and inclusive learning experience abroad. They are grouped into three main areas:

Basic Principles

- Ensure equal and fair access and opportunities for all participants.
- Promote inclusion and diversity across all stages of the mobility cycle.
- Uphold environmentally sustainable and responsible practices.
- Foster civic engagement and encourage active participation.

Good Management

- Select participants in a fair, transparent, and well-documented way.
- Prepare participants appropriately (e.g. language, cultural, practical, and safety briefings).
- Manage the project effectively and responsibly, including administrative and financial duties.
- Use the required EU digital tools for monitoring, documentation, and reporting.

Quality Learning

- Provide each participant with a clear and mutually agreed learning agreement.

- Ensure adequate mentoring, supervision, and support during the mobility.
- Validate learning outcomes using recognised tools such as Europass.
- Integrate new competences and learning outcomes into the organisation's regular work.

These standards apply to accredited organisations and short-term applicants alike. They form a contractual obligation and are checked during implementation and final reporting. A practical checklist summarising the operational requirements of the Erasmus+ Mobility Quality Standards is provided in Annex V. It offers a step-by-step tool to verify compliance during planning, implementation, and reporting.

4.3.2 Cooperation Projects (Key Action 2)

For Cooperation Partnerships, quality is assessed through four award criteria: relevance, quality of design and implementation, quality of the partnership, and impact. Together, they form the practical quality framework for KA2 projects.

Relevance examines whether the project addresses clearly identified needs in VET and links to horizontal priorities. Proposals must justify the need for transnational cooperation and demonstrate benefits for learners, staff, institutions, and the wider system. Ukrainian partners should show a clear, substantive contribution.

Quality of design and implementation focuses on coherence and feasibility. Objectives, activities, outputs, and results must align; work packages and timelines should be clear and realistic. Proposals should include delivery methods, quality assurance, risk management, and measurable indicators.

Quality of the partnership assesses complementarity and cooperation. Roles should match expertise, with clear communication, decision-making, and balanced task distribution. Participation of Partner Country organisations must be meaningful and concrete.

Impact considers expected results and their sustainability. Proposals should define target groups, explain how results will be used, and outline dissemination and continuation beyond the project. Dissemination should be targeted, and sustainability realistic.

Together, these criteria guide project design, implementation, and final assessment.

	KEY ACTION 1 (KA1) – MOBILITY PROJECTS	KEY ACTION 2 (KA2) – COOPERATION PARTNERSHIPS
QUALITY FRAME-WORK:	Erasmus+ Quality Standards (formal, contractual, fixed)	Four official award criteria (relevance, design, partnership quality, impact)
FOCUS:	High-quality learning mobility for learners and staff.	Organisational cooperation to develop, improve, or transfer practices, tools, and ideas.
QUALITY EXPEC-TATIONS INCLUDE:	• fair and transparent access to mobility opportunities • thorough preparation of participants (linguistic, cultural, practical, safety) • clear learning agreements defining expected outcomes • adequate supervision and mentoring during mobility • validation of learning outcomes (e.g. Europass) • reintegration of mobility results into institutional practice • responsible financial and administrative management	• a project that responds to clearly identified needs and aligns with Erasmus+ priorities • coherent design linking needs, objectives, activities, results, and expected impact • realistic work packages, timelines, and methodologies • complementary and balanced roles within the partnership • effective internal communication and coordination routines • targeted dissemination to users who can meaningfully apply the results • credible sustainability measures beyond the project period
	These requirements apply to both accredited organisations and short-term applicants. They are checked during implementation and final reporting.	KA2 projects are assessed on their strategic design and feasibility, not on the number of mobilities or individuals involved.
SHARED PRINCIPLES ACROSS BOTH KEY ACTIONS	Regardless of Key Action, Erasmus+ projects must demonstrate: • inclusion and equal access • transparency and responsible use of public funds • environmentally responsible practices • proper documentation, monitoring, and reporting • a clear link between planned activities and expected results • benefits that extend beyond the immediate project team	

4.4 Internal readiness checklist for organisations

Now that the fundamentals of Erasmus+ are clear — what it is, how it works, and what it aims to achieve — we move from understanding to doing.

Before starting an application, it is essential to assess whether your organisation is ready. The checklist (Annex I) helps review your administrative, technical, and strategic preparedness. It allows you to identify gaps early, avoid common pitfalls, and ensure your team is ready to plan, apply for, and implement a high-quality project.

✓ ADMINISTRATIVE READINESS

Ensure the basics are in place: a valid EU Login, correct registration (OID or PIC), and complete legal and financial documentation. These steps are simple but critical to avoid delays or rejection.

✓ LEGAL & DATA PROTECTION COMPLIANCE

Verify how your organisation handles personal data. Ensure GDPR principles are understood, data is stored securely, and partners are aware of their responsibilities. This supports compliance and builds trust.

✓ STRATEGIC READINESS

Align Erasmus+ activities with your organisation’s mission. Clarify your objectives, relevant Key Actions, and links to horizontal priorities. Involve management early to ensure commitment and realistic planning.

✓ OPERATIONAL CAPACITY

Assess internal capacity: staff time, coordination, financial management, and digital tools. A clear team structure supports effective implementation.

✓ PARTICIPANT SELECTION & PREPARATION

Ensure transparent selection, inclusive participation, and proper preparation. Provide clear criteria, pre-departure briefings, and ongoing support to maintain quality throughout the mobility experience.

How participants are prepared: e.g. “*through basic English + technical automotive vocabulary + intercultural briefing*”

Financial & Contractual Readiness

Erasmus+ funding must be managed carefully. Ensure your organisation has a suitable bank account, understands budget categories, and follows internal approval procedures for signing contracts and grant agreements. Sound financial routines make reporting and audits much easier later on.

Quality & Sustainability Commitment

Projects funded under Erasmus+ are expected to create lasting value. Reflect on how you will meet Erasmus+ Quality Standards, integrate results into daily practice, and share outcomes with others. Planning for sustainability from the start helps your project make a real, visible difference.

How results continue: e.g. "*mobility integrated into annual curriculum and long-term Finnish partnerships maintained*"

Communication & Visibility

Consistent and transparent communication supports credibility. Use the official Skills4Recovery and Erasmus+ visual identity and make sure someone is responsible for project visibility. Correct attribution of EU funding is a requirement — but it also highlights your organisation's active role in European cooperation.

Self-Evaluation

Finally, before submitting your proposal, step back and review it as a team. Confirm that all information is up to date, that the Programme Guide and deadlines have been checked, and that copies of all files are safely stored. A short internal review now can prevent costly errors later.

The **full Internal Readiness Checklist** with detailed tick boxes and comment fields is provided in Annex I. Use it with your team to identify gaps, assign responsibilities, and ensure your organisation is fully prepared to apply.

5 From Idea to Project

5.1 Identifying needs & aligning with Erasmus+ priorities

A strong Erasmus+ project starts with a clear understanding of *why* your organisation wants to apply and *what* it needs to address. Projects that respond to real challenges and align with the programme's wider goals are easier to justify and more likely to be selected (see also Chapter 3.3 *Horizontal priorities* and Chapter 5.2 *Choosing between KA1 and KA2*).

Begin with a concrete problem, not an activity.

What problem do you want to address: e.g. "*learners lack hands-on experience with modern automotive technologies (e.g. diagnostics, EV systems)*"

Then ask yourself what do you actually want to achieve?

What change you want to achieve: e.g. "*improve practical automotive skills of VET learners*"

Then think about your target group

Who directly benefits: e.g. "*20 VET learners in automotive training (age 16–19)*"

Finally, what evidence do you have (experience, feedback, data, evaluations) to back up this problems existence?

Then, collect input from your colleagues, staff, learners, or your network. If working with partners already, identify a shared challenge rather than identical situations (see Chapter 5.3 *Partner Search*).

Once the problem is defined, show how it links to Erasmus+ priorities. The four current horizontal priorities are Inclusion and diversity, Digital transformation, Environmental sustainability, and Participation in democratic Life (see Chapter 3.3 *Horizontal Priorities*).

Each sector also has specific priorities. Check the Programme Guide or your National Agency for details. Use clear, genuine links, e.g. a mobility project might promote inclusion by targeting disadvantaged learners, whereas a training partnership might rather support green or digital transition. However, avoid forcing alignment but explain naturally how your project contributes to broader EU goals.

Turn identified needs into practical objectives (see Chapter 5.4 *Defining project objectives*). Good objectives are realistic, measurable, and directly address the problem. Example: instead of *"Improve digital competences of teachers,"* say *"Train 50 adult-learning trainers to design and deliver digital courses."*

Quick check

1. The problem is described clearly and backed by evidence.
2. It fits your organisation's mission.
3. It matters to your target group and has European relevance.
4. It supports at least one Erasmus+ priority.
5. Objectives and activities logically address the need.

If you can confirm these points, your project has a solid basis for development.

5.2 Choosing between KA1 and KA2

Understanding how the Erasmus+ Programme is structured and what types of activities it can support is an important first step.

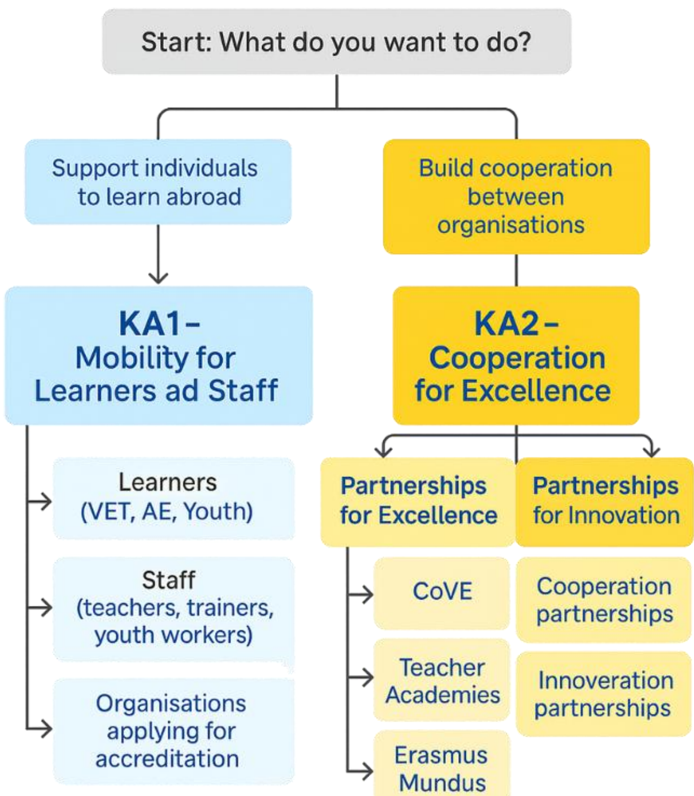
What are the main differences between KA1 and KA2 Erasmus+ funding?

The main differences between KA1 and KA2 Erasmus+ funding relate to their project scope, partnership requirements, application complexity, budget scales, and expected outcomes. Understanding these differences is crucial for choosing the right funding stream for your organization's goals.

	KA1 (Mobility)	**KA2 (Institutional Cooperation)**
Project Focus	Individual mobility and personal development	Institutional cooperation and innovation
Partnership Structure	Single applicant organization sending participants abroad, and, at least, one partner organization	Multiple partners (typically 3-10) from different countries
Application Complexity	Relatively straightforward	More complex, requiring detailed planning

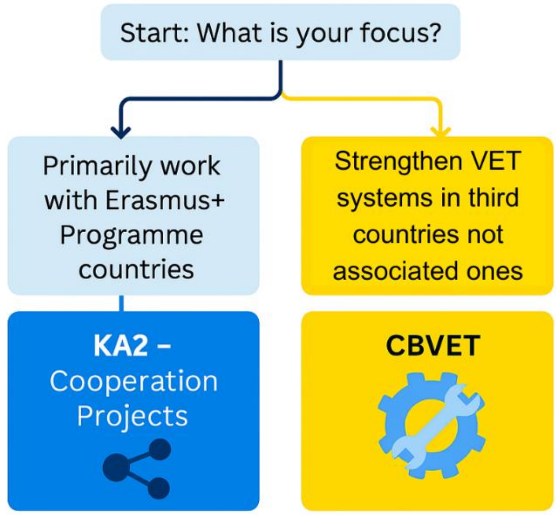
Budget Scale	Smaller, depending upon the NEA budget for identified countries *Recommendation: to check the information regarding a certain project type and Call in the recent Erasmus+ Programme Guide*	Larger (€100,000-€4,000,000 typically), depending upon the project type *Recommendation: to check the information regarding a certain project type and Call in the recent Erasmus+ Programme Guide*
Project Duration	12-36 months	12-48 months
Primary Impact	Individual skills and institutional practices	Systemic change and innovation

However, deciding on the most suitable project format for your organisation requires a more concrete overview. To support this process, the following simplified decision tree illustrates the main pathways within Erasmus+. It is designed to help you identify which Key Action and project type may best fit your organisation's goals. While simplified, it provides a good indication of where to start exploring.



The above overview also includes project formats that may not yet be available in Ukraine, but they are shown here to provide a complete picture of the Erasmus+ structure.

The following visual provides a quick overview, while Chapter 7 explains CBVET in more detail and its implications for VET organisations.



5.3 Partner search

Every Erasmus+ project – whether is KA1 or KA2 – depends on strong partnerships. Choosing them carefully, defining clear roles, and setting up smooth communication channels early on will save time and trouble later (see also Chapter 8.2.3 *Quality of the Partnership* and Chapter 11.1 *Kick-off meetings & role clarification*).

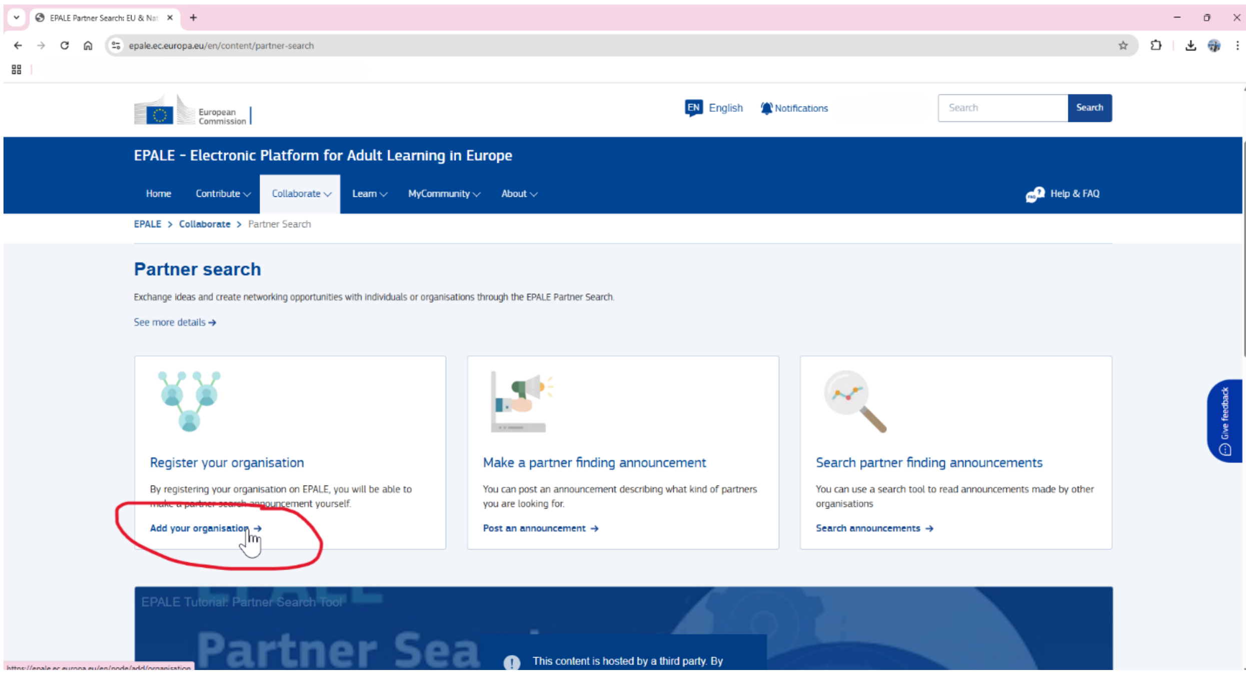
The process of finding partners often starts long before you begin drafting an application. A good partnership is not about collecting names for the sake of numbers or geography, rather it is about finding organisations that share your aims and can bring complementary experience to the table. A balanced consortium feels coherent: everyone contributes something useful, and all partners work towards a common goal.

Finding partners

Several official Erasmus+ tools can help you identify and connect with potential partners:

- **Your existing professional network** – never underestimate the value of the connections you already have. Collaborating with organisations you know through past work, associations, or informal contacts often leads to the most stable and trustworthy partnerships. Organically grown cooperation tends to last beyond a single project cycle.
- **National Agency (NA) events and partner searches** – many NAs organise networking days, thematic contact seminars, or “find a partner” sessions. These are often the best places to meet like-minded organisations and discuss project ideas directly. Check your NA’s website or newsletter for upcoming opportunities.

- **EPALE** – useful for VET and adult-learning projects. You can register your organisation, publish partner requests, respond to others, and join thematic groups or Erasmus+ "Spaces" to network.

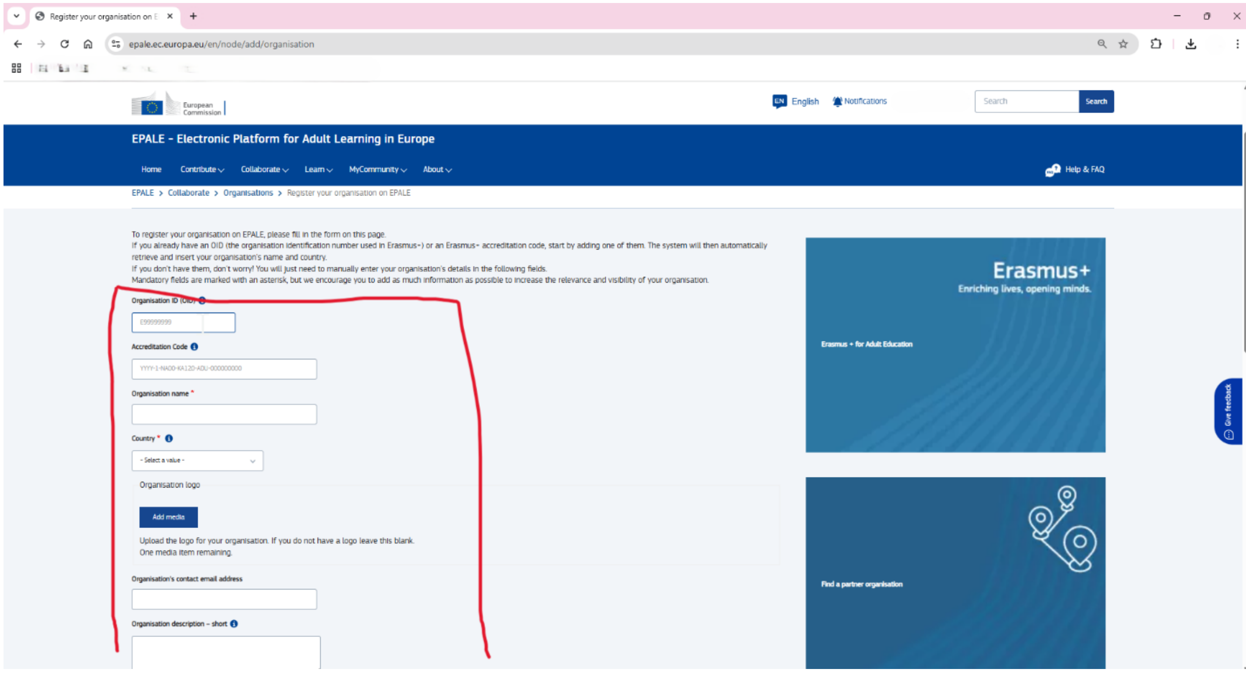


On EPALE you can register your organisation so that other institutions can find you and see your basic profile.

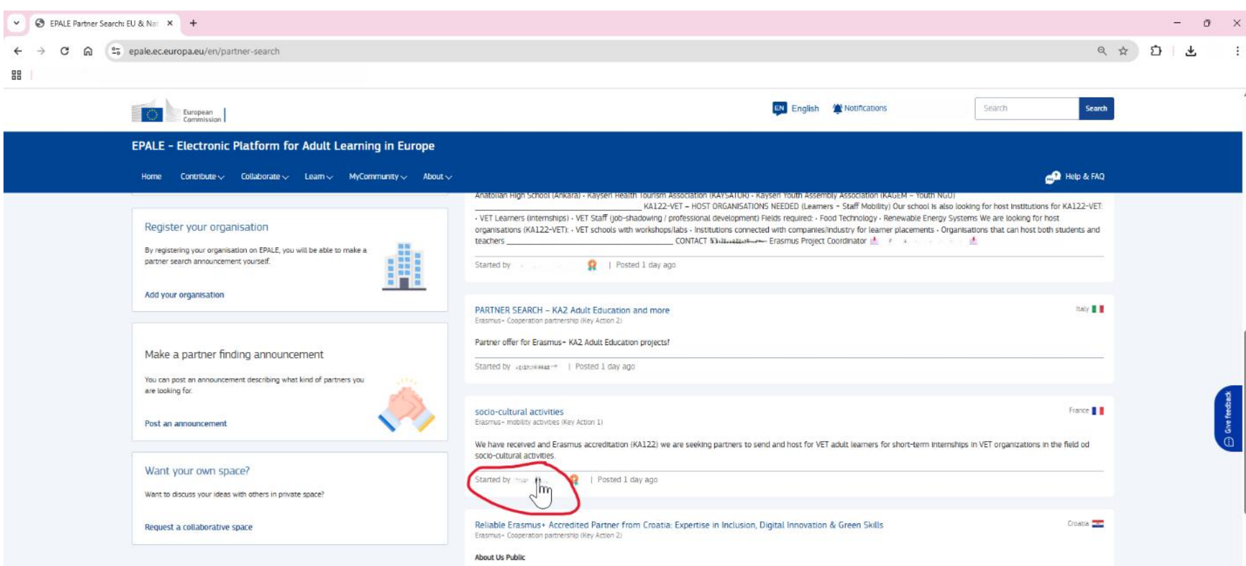
Implemented by:

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Solidarity Fund PL



EPALE organisation registration form where you enter key details about your institution before publishing partner announcements.



Example of EPALE partner search results showing current cooperation offers from different countries.

- **eTwinning** – designed for schools but also relevant for VET or transversal cooperation. It offers partner-search functions, training resources, and expert materials that can help you shape project ideas.
- **EPRP** – a searchable archive of past and ongoing projects. You can review existing projects, see who was involved, and identify experienced organisations. The *Booklet* function allows you to compile selected examples with partner lists and project summaries.
- **Funding & Tenders Portal** – used mainly once your consortium is already formed and ready to apply. It contains calls, registration tools, and submission guidelines (see Chapter 10 *Preparing for submission*). Besides, the Portal also contains a function to post an organization's profile in *Partner Search*

More long-term strategies:

- **European and thematic networks or associations** – umbrella organisations such as EVBB, EfVET, EARLALL, or the Lifelong Learning Platform regularly connect members through working groups, partner calls, and project databases. Joining such networks increases your visibility and your chances of finding suitable partners. However, most of them require membership, which is coming with membership fees.
- **Conferences and study visits** – attending European events like the Lifelong Learning Week, Erasmus+ cluster meetings, or the European Vocational Skills Week can lead to informal but valuable contacts. Face-to-face exchanges often help build trust faster than online communication.
- **Professional and social platforms** – LinkedIn and dedicated Facebook groups can also be used for informal partner searches. While they should never replace official tools, they can complement them — just make sure to verify each organisations before getting in touch with them.

Checklist: What to look for in a good partner organisation

- ☐ Works in a field clearly linked to your project's topic and target group.
- ☐ Has the people and resources to carry out planned tasks.
- ☐ Brings useful experience or complementary expertise.
- ☐ Communicates reliably and meets deadlines.
- ☐ Shows genuine interest beyond funding opportunities.
- ☐ Is open to feedback and cross-cultural cooperation.

- Can help disseminate results through its networks.
- Promotes inclusion and equal opportunities.
- Supports sustainable and environmentally responsible practices.

If an organisation meets most of these points, it is likely to be a good and dependable partner.

> Good partnerships take time, patience, and a lot of emails. But when they work, they make the whole project worthwhile.

5.4 Defining project objectives, expected impact, and success criteria

Defining objectives, expected impact, and success criteria is a key step in Erasmus+ project design, especially during the application phase. It requires clearly stating what the project aims to achieve, how it will do so, and why it matters.

In practice, this can be complex, particularly with multiple partners and target groups. To support this process, some National Agencies have developed tools such as the Impact+ Exercise (former UK NA: British Council, Ecorys UK, funded by ERASMUS+) and the Impact Tool (developed by the Dutch NA, funded by ERASMUS+) (see Chapter 11.6). While not mandatory, they help structure collaboration, align expectations, and define what success looks like.

The process typically begins with a clear overall aim that is easy to communicate and shared by all partners. Next, identify the main target groups (e.g. learners, staff, partner organisations, or the wider system) and define the intended change for each.

Anti-Confusion Box: The following elements are frequently mixed up in applications — use this as a quick reference to keep them clearly separated.

Element	What It Is	Example (Wrong)	Why This Is Wrong	Better
Objective	WHAT change you want to achieve	“Send 20 learners abroad”	This describes an activity (method), not the intended change	“Improve practical automotive skills of VET learners”

Target Group	WHO directly benefits	“The automobile industry”	This is an indirect beneficiary; not the actual participants	“20 VET learners in automotive training (age 30-35)”
Activities	HOW you achieve the change	“Improve skills”	This describes the objective (goal), not a concrete action	“2-week internships in automotive companies in Finland”
Indicator	WHICH impacts you measure	“Better skills”	Too vague; not measurable or verifiable	“Pre- and post-mobility practical skills assessment scores”
KPI	WHERE do you want your learners to arrive	“Assessment scores”	Missing a target; no expected level of change defined	“At least 80% of participants improve by ≥20% in assessment scores”

At this stage, it is important to keep things manageable. Especially if you are applying for a small-scale project, you do not need to aim for high-level transformation across every level. A focused, realistic set of objectives is more valuable — and more achievable — than an overly ambitious list that cannot be delivered with the available resources.

Once your intended outcomes and impacts have been defined, you can begin to consider how you will know whether they are being achieved. This is where indicators come in. Indicators are signs or signals that show progress toward your objectives. They can be quantitative (such as the number of downloads, training sessions held, or participants reached) or qualitative (such as feedback collected, observed changes in attitude, or levels of satisfaction).

Where learners should arrive: e.g. “*≥80% improve by at least 20% in assessment scores*”

In most cases, one outcome requires several indicators. For example, new learning materials can be measured by download numbers and user feedback. This also requires clarity on data sources, collection methods, and timing—otherwise indicators remain impractical.

Rather than defining everything at once, start with a broad brainstorm of possible indicators and data sources, then refine them to the most relevant and feasible ones. This is best done in stages: individual reflection, small group discussion, and consortium-level consolidation.

This process is not only a formal requirement but a practical tool. Clear objectives, defined impact, and agreed indicators make it easier to monitor progress, adjust activities, and report results meaningfully.

The Impact+ Exercise and Impact Tool are provided in Annex II and IV and can be used or adapted as needed.

5.5 Visual Models and Examples

Successful Erasmus+ projects follow clear, recognisable planning patterns. While each organisation will adapt these to its local context, certain structures tend to appear in almost all well-designed KA1 and KA2 proposals. To make these patterns easier to understand and reproduce, this chapter provides a set of simplified visual models. They illustrate how timelines are typically structured, how tasks are sequenced, how communication flows, and how risk, workflow, and expected impact can be presented in a coherent way.

These examples are not templates and should not be copied directly into applications. Their purpose is to give you a realistic reference point for how Erasmus+ project logic looks when expressed clearly and professionally.

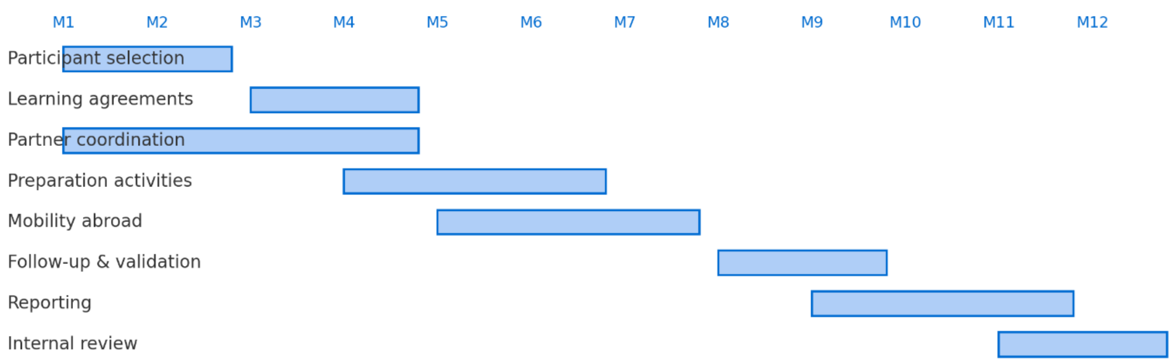
M1	M2	M3	M4	M5–6	M7	M8	M9	M10–11	M12
Kick-off; define roles; identify target group	Selection; collect documents; language prep	Learning agreements; confirm host	Pre-departure preparation & safety briefing	Mobility abroad	Return & debrief	Validation; Europass Mobility	Internal reintegration	BM uploads; financial reporting	Internal review

While the KA1 cycle focuses on short, clearly defined stages, cooperation projects require a longer sequence of development steps. The next model provides a simplified example of how a typical KA2 project progresses over 24 months.

M1–2	M3–5	M6–9	M10–12	M13	M14–18	M19–21	M22–23	M24
Kick-off; refine work plan; confirm roles	Needs analysis; methodology planning	Develop first outputs; internal review	Pilot activities; feedback	Mid-term review	Full implementation; training; finalise outputs	Dissemination; events; publications	Sustainability planning	Final reporting

Timelines alone do not capture how activities overlap in practice. The following workflow illustrates how individual tasks in a mobility project align across the project period and where coordination efforts concentrate.

Even within shorter mobility projects, planning is rarely linear. A simple Gantt-style representation helps organisations understand how tasks overlap and where coordination efforts concentrate.



Smooth implementation also depends on effective communication. The following map shows how responsibilities and information flow can be organised between the key actors involved in KA1 mobility.

Clear sequencing alone is not sufficient. Successful projects depend on predictable information flow. The communication map below demonstrates how roles and channels can be organised in a small KA1 project.

Communication structures reduce uncertainty, but they do not remove risk entirely. The table below presents a simple way to capture common risks alongside their probability, impact, and mitigation measures.

Strong communication routines help mitigate many common risks, but risk management must still be planned explicitly. The table below provides an example of how risks, likelihood, and mitigation measures can be captured concisely.

Risk	Probability	Impact	Mitigation Measure
Participant withdrawal	Medium	Medium	Maintain a reserve list; conduct clear expectation-setting during preparation
Travel document delays	Low	High	Start preparation early; monitor deadlines; ensure early submission of passport applications
Hosting partner cancels	Low	High	Identify an alternative partner early; diversify contacts; avoid relying on a single organisation
Power or infrastructure disruptions	Medium	High	Prepare backup communication channels; plan hybrid/remote steps where possible
Budget miscalculation	Medium	Medium	Finance officer double-checks travel bands and organisational support rates
Welfare or safety incident	Low	High	Clear emergency plan; designated safety contact; ensure participants know procedures
Inadequate preparation of participants	Medium	Medium	Strengthen briefing, cultural orientation, and task-related preparation
Poor communication between partners	Medium	Medium	Schedule fixed check-in routines; clarify responsibilities early
Learning outcomes not met	Low	Medium	Close coordination with host mentor; adjust tasks early if needed
Reporting delays	Medium	Medium	Create internal deadlines earlier than official deadlines; maintain ongoing documentation

Understanding risk is only one part of planning. Successful proposals also explain how change will occur. The following impact chain summarises the logical flow from project inputs to long-term benefits.

Beyond activities and risks, Erasmus+ proposals must demonstrate how intended change will occur. The impact chain visualises the progression from inputs to final outcomes and can support a coherent impact narrative.

For two Impact Models, please see chapter 8.2.4 *Impact and Dissemination*.

To complete the planning picture, the next model outlines the mobility process across the three key phases assessed by National Agencies: before, during, and after the mobility.

The final model links back to the Erasmus+ Quality Standards. It shows how mobility activities are organised across the three phases assessed by National Agencies: before, during, and after the mobility.

6 Designing a KA1 Project

Ukrainian VET institutions participate as a third country not associated to the Programme (previously known as Partner Country) organizations in Erasmus+ mobility projects, focusing on learning exchanges for learners and staff with EU Member States and countries associated to the Programme. For a concise overview of mandatory standards during each phase of mobility, see Annex V – Practical Checklist for KA1 Quality Standards.

Key objectives of KA1 projects are:

• **For Learners**: Improve learning performance, enhance employability, develop digital and language competences, and increase intercultural awareness;

• **For Staff**: Improve teaching competences, better understand EU practices and systems, enhance capacity for modernization, and improve responsiveness to diversity;

• **For Organizations**: Increase capacity to operate internationally, develop innovative approaches, modernize institutional environment, and strengthen strategic partnerships.

6.1 Preparing mobility projects

Strategic Framework of KA1 projects are expected to demonstrate: clear learning outcomes defined in advance; medium-term strategic vision aligned with institutional development plans; synergies between different mobility activities; impact beyond individual participants to organizational and systemic levels.

Planning Phase for mobility projects are recommended to include:

- **Needs Assessment** targeted at 1) identification of specific learning and development needs of learners and staff; 2) assessment of organizational capacity and readiness for international mobility; 3) defining expected outcomes and impact indicators; 4) aligning project with institutional internationalization strategy;

- **Partnership Development** focusing on 1) identification and selection hosting organizations in EU Member States or associated countries (to be an eligible applicant); 2) establishing clear roles and responsibilities for sending and receiving organizations; 3) developing inter-institutional agreements defining cooperation parameters; 4) considering joining existing mobility consortia led by accredited coordinators.
- **Activity Design** will vary depending upon mobility participants and mobility activities agreed upon. **For VET Learners**, mobility types can be: 1) short-term work placements (10-89 days); 2) long-term work placements (90-365 days); 3) participation in skills competitions (1-10 days); 4) group mobility activities (10-14 days for groups). **For VET Staff**, the following mobility types can be chosen: 1) job shadowing (2-60 days); 2) teaching assignments (2-365 days); 3) courses and training (2-30 days - not for preparatory visits). The options for **Work Programme Development** can be expected to: 1) create detailed activity schedule with timelines; 2) define participant selection criteria and procedures; 3) establish quality standards for mobility implementation; 4) plan monitoring and evaluation mechanisms; 5) budget allocation according to unit costs.

Practical Arrangements for mobility projects should follow:

- **Documentation Requirements:** learning agreements specifying objectives, activities, and recognition arrangements; work contracts or documentation linking staff participants to sending organization; insurance coverage (travel, liability, accident, health); visa and residence permit arrangements;
- **Quality Standards** which must be integrated by projects as such: **Erasmus Quality Standards** throughout implementation (Erasmus Quality Standards - mobility projects); **Green practices** promoting sustainable transport and environmental responsibility; **Digital tools** to complement physical mobility and enhance cooperation; **Inclusion measures** ensuring accessibility for participants with fewer opportunities.

6.2 Before mobility. Participant selection, inclusion measures, and language support (OLS)

Selection Criteria should correspond to the **General Requirements** as regard to the target mobility group, such as**:**

- **VET Learners:**
  - Enrolled in initial or continuing vocational education and training;
  - Clear vocational learning objectives;

- Motivation for international experience;

- **VET Staff:**
  - Working in sending organization or regularly collaborating with it;
  - Clear professional development objectives;
  - Documented connection to sending organization (contract, task description).

The best selection process practices are expected to include:

1. **Transparent criteria** published in advance;
2. **Fair evaluation** involving multiple stakeholders;
3. **Documentation** of selection rationale;
4. **Participant preparation** including orientation sessions;
5. **Recognition agreements** signed before departure.

The **Document Library** in the section of the **Resources and Tools** on the Erasmus+ programme portal suggests templates and guidelines for VET projects.

Inclusion Principles of the Programme prioritize equal opportunities and access for participants with fewer opportunities facing barriers such as:

- **Disabilities:** Physical, mental, intellectual, or sensory impairments;
- **Health problems:** Chronic diseases or health conditions;
- **Educational barriers:** Early school leavers, low-skilled adults, NEETs;
- **Cultural differences:** Migrants, refugees, ethnic minorities;
- **Social barriers:** Social marginalization, family circumstances;
- **Economic barriers:** Low income, unemployment, poverty;
- **Discrimination:** Related to gender, age, ethnicity, religion, beliefs, sexual orientation;
- **Geographic barriers:** Remote/rural areas, less developed regions.

Inclusion Support Mechanisms include:

- **Financial Support: additional grant support** for participants with fewer opportunities; **travel cost reimbursement** including for accompanying persons when necessary; **inclusion support funding** for specific adaptations and accommodations; **linguistic support funding** including sign language or braille when needed;
- **Organizational Measures:** simplified application procedures for inclusive projects; preparatory visits to assess and plan inclusive mobility activities (not for courses/training); involvement of accompanying adults for underage participants; flexible activity formats tailored to participant needs.

Online Language Support (OLS). OLS purpose is to improve foreign language competences before and during mobility to increase effectiveness and learning performance. While using the OLS tool, participants benefit the opportunity of:

- **Assessment:** Participants assess language knowledge via OLS platform;
- **Online courses:** Practice and improvement through e-learning modules;
- **Flexibility:** Self-paced learning with 24/7 access;
- **Languages covered:** Main working languages of host countries;
- **Reinforced linguistic support grants** for long-term mobility participants (VET, adult education, school education);
- **Alternative formats** when online learning is not optimal (e.g., sign language support);
- **Host language preparation** as part of pre-departure activities.

Pre-Departure Preparation for mobility participants is recommended to include such **Mandatory Elements** as: **orientation sessions** covering practical, linguistic, and cultural aspects; **technical preparation** related to specific learning/teaching objectives; **safety and emergency protocols** briefing; **learning agreement** finalization and signing; **OLS language assessment** and initial online learning as well as **Content Areas:** intercultural competence development; country-specific information and cultural norms; rights and responsibilities of mobile participants; health, safety, and insurance information; practical logistics (accommodation, transport, contacts).

6.3 During mobility. Structuring activities: training sessions, mobilities, blended learning

During the mobility phase, sending and host organisations share responsibility for ensuring that activities are structured, monitored, and aligned with agreed learning objectives. Mobility is not a standalone experience but a guided learning process that requires continuous support.

SUPPORT MECHANISMS DURING MOBILITY

Throughout the mobility period, the following support mechanisms should be in place:

Regular coordination between sending and hosting organisations

Ongoing communication ensures progress is monitored, expectations are clear, and issues are addressed promptly (e.g. through check-ins and defined contact points).

Mentoring or buddy systems at the host organisation

Participants should have a mentor or supervisor supporting integration, daily activities, and serving as the main contact point—especially important for those with fewer opportunities.

Monitoring of learning progress

Learning agreements should be actively used during the mobility. Progress should be reviewed regularly, with adjustments made where needed (e.g. due to changing objectives or circumstances).

Problem-solving and safeguarding channels

Clear procedures must be in place for practical, organisational, or personal issues. Participants should know who to contact, and escalation paths between organisations must be defined.

Continuous access to language support

Participants should have ongoing access to Erasmus+ Online Language Support (OLS) or equivalent. Language support is part of the learning process, not only preparation.

> These mechanisms contribute directly to compliance with the Erasmus+ Quality Standards, which require fair treatment of participants, appropriate supervision, and meaningful learning outcomes.

STRUCTURING LEARNING ACTIVITIES DURING MOBILITY

Mobility activities should be structured around **clearly defined learning components**, which may include:

- workplace-based learning or work placements;
- teaching, training, or job-shadowing activities;
- structured training sessions delivered by the host organisation;
- guided reflection and documentation of learning.

Activities should be proportionate to the mobility duration and adapted to the participant profile (learner or staff). The focus is on learning outcomes, not on the number of activities completed.

BLENDED LEARNING AND BLENDED MOBILITY

Where appropriate, mobility activities may be supported by blended learning elements, combining physical mobility with virtual or digital components.

Blended approaches may include:

- online preparatory sessions before physical mobility;
- virtual collaboration or learning activities during the mobility period;
- online follow-up activities supporting reflection, validation, or dissemination after return.

Blended components are intended to enhance learning quality and continuity, not to replace physical mobility. Virtual activities should be clearly linked to the learning objectives and integrated into the overall mobility design.

The use of blended learning can be particularly relevant when preparatory time is limited, mobility periods are short, travel or security constraints apply or additional support is needed to reinforce learning outcomes.

> During mobility, quality is ensured not through control, but through active guidance, communication, and responsiveness. Well thought-out support reduces risks for all, improves experiences, and increases the likelihood for sustainable learning outcomes.

6.4 Digital & green practices in mobility

Digital Transformation Priority in mobility projects are expected to consider:

- **Strategic Integration** meaning that Erasmus+ 2026 strongly emphasizes the **Digital Education Action Plan (2021-2027)** with focus on: developing high-performing digital education ecosystems; enhancing digital skills and competences at all levels; building digital literacy and critical thinking; addressing AI, disinformation, and digital citizenship
- Digital Competence Development For Learners;
- Basic digital skills for everyday life and work;
- Advanced digital competences for specific vocational sectors;
- Digital literacy and media literacy;
- Understanding of AI and emerging technologies;
- Cybersecurity awareness;
- Digital Competence Development For Staff:
- Digital pedagogical competences;
- Use of technology in VET teaching and assessment;

- Digital tools for student support and guidance;
- Online collaboration and networking skills;
- Digital administrative competences;
- Digital Tools in Projects Project Management:
- Digital platforms for coordination between partners
- Online tools for planning and monitoring activities
- Cloud-based document sharing and collaboration
- Digital reporting and evaluation systems
- Learning Enhancement:
- Virtual Reality (VR) and Augmented Reality (AR) for practical training
- Online learning platforms and MOOCs
- Digital portfolios (e.g., Europass Digital Credentials)
- Video conferencing for mentoring and support
- Mobile apps for real-time communication

Green and Sustainable Practices include:

Environmental priority

Aligned with the European Green Deal and the Council Recommendation on learning for the green transition. Projects should integrate environmentally responsible practices, promote sustainable behaviour, and reduce the environmental footprint of mobility activities.

Sustainable transport

For distances under 500 km, train or other sustainable options should be the default; air travel requires justification. Green travel may receive higher funding and can influence evaluation. In practice, prioritise trains, combine transport modes (e.g. train + bus), use coaches or ferries where suitable, encourage carpooling, inform participants about sustainable options, and offset emissions when flying is unavoidable.

Organisational practices

During implementation, use digital documentation, select environmentally certified accommodation, promote sustainable food and waste reduction, organise low-impact activities, and raise awareness of local environmental initiatives.

6.5 After mobility. Recognition and Validation. Dissemination

After mobility, activities must focus on recognition and validation and dissemination of results.

Recognition and validation include assessing learning outcomes against objectives, formal recognition (e.g. Europass Mobility), integrating competences into qualification frameworks, and documenting results for academic or professional records.

Dissemination includes sharing participant experiences, using results for organisational learning, communicating outcomes to wider audiences, and collecting feedback for continuous improvement.

7 Designing a KA2 Project

Once your idea is clear and the key questions in Chapter 5 are answered, the next step is to turn it into a functioning KA2 cooperation project. This chapter focuses on translating your concept into a concrete structure that can be delivered by multiple organisations across countries.

KA2 projects require time, organisation, and preparation. They are formal commitments with the European Commission, not side tasks. Before developing work packages or outputs, ensure your organisation has the capacity, commitment, and internal approval to proceed.

7.1 Focus Areas for VET in KA2 Projects

For VET providers, KA2 projects are most effective when they address clear gaps in vocational training, such as curriculum development, employer cooperation, teacher competences, green or digital skills, inclusion, or work-based learning quality.

Before developing your idea, confirm that it responds to a real need in your organisation or sector. Inform management, colleagues, or the board early and ensure there is agreement that the project is a priority.

Erasmus+ projects require time and resources. Make sure you have explicit approval, sufficient capacity, and a clear commitment from those involved before proceeding.

Next, confirm that you personally have the practical ability to run a KA2 project:

- ☐ Do the involved people have enough working hours available?
- ☐ Do the involved people speak English well enough to coordinate internationally?
- ☐ Can the involved people travel abroad legally, comfortably, and safely?
- ☐ Do they have a valid passport if they plan to travel?
- ☐ Does their working contract last long enough to cover the project duration?
- ☐ Can your organisation host partners on site if needed?

KA2 projects require coordination meetings, piloting phases, partner visits, and collaborative work. If your organisation is extremely remote, cannot host visitors, or cannot release staff for travel, this has to be reflected in project structure and planning.

Once these internal questions are clarified, you can identify the concrete problem your project will address and begin shaping the project format around it.

7.2 Work Package Design: Outputs, Activities, and Multiplier Events

KA2 projects are structured around work packages (WPs). These provide a clear framework for planning, coordination, and responsibility-sharing across the consortium. Well-designed work packages make the project easier to manage and ensure that each partner understands their role.

Start with the outputs

An output is a tangible result created by the consortium, such as a curriculum module, lesson plans, a handbook, a toolkit, a digital resource, or a tested method. Limit this to two to four outputs, as more becomes difficult to deliver and may require a higher lump sum category.

For each output, outline the key steps: collecting materials, drafting content, organising workshops or surveys, testing, revising, translating if needed, and finalising the product. This forms the basis for your work package structure.

Turn outputs into structured work packages

A typical KA2 project uses:

- WP1: Project management
- WP2: Output 1 (creation, testing, revision)
- WP3: Output 2
- WP4: Training, piloting, or validation activities
- WP5: Dissemination and sustainability

Not every consortium needs five WPs, but every WP must have a clear leader, a timeline, contributions from several partners, and a concrete result at the end.

Assign roles and responsibilities early

Do not write your work packages and then “figure out who does what later”. Sit down with partners (online or in person) and decide:

- Who leads which WP?
- Who drafts which sections?

- Who pilots what?
- Who will test the materials with learners?
- Who is responsible for translations?
- Who hosts which meeting?
- Who manages dissemination?

Because KA2 is a cooperation project, outputs must be co-created. Avoid the scenario where one partner does all the work while others observe.

Design the practical activities

Activities are the operational backbone of your project: workshops, peer-learning sessions, development meetings, piloting with learners, interviews with companies, training events, and so on. Choose activities that fit your output and your consortium's reality. If you have part-time staff or volunteers, be honest about what your team can handle.

Multiplier Events are dissemination events that promote your results. They only make sense once outputs exist, not in the early phases. Decide if you want to have them, and if so, who will host them, who will attend, and which partner organisation can physically accommodate the group. Remember that participants need to reach the host city.

Building a Strong Consortium and Partnership Agreements

A KA2 project stands or falls with the consortium. You need partners who bring the right expertise, but also partners who actually have time, staff, and interest. Before forming a consortium, ask:

- Does this organisation truly care about the topic?
- Do they have the staff who can work on this?
- Are they reliable with deadlines?
- Do they have the infrastructure to host meetings or events?
- Are they motivated for a one/two/three-year cooperation commitment?
- Do they understand that Erasmus+ is a legal agreement, not a loose collaboration?

Once your group is confirmed, set up a simple internal communication system: a GDPR-compliant shared workspace (Teams, Dropbox, institutional cloud drive), regular online meetings, an agreed notes template, and clear internal deadlines. If your organisation has never used cloud tools before, plan time to set up accounts, train staff, and agree on file naming conventions, as poor document management can quickly become a source of confusion and problems in Erasmus+ projects.

Before the grant agreement is signed, draft a basic partnership agreement outlining the division of tasks, expected contributions, timelines, decision-making procedures, and what happens if a partner cannot deliver. Templates for such agreements can be found from Interreg NEXT MED here, from CINEA here and from the UA NA here.

Integrating Horizontal Priorities Into KA2 Cooperation Projects

Horizontal priorities (see Chapter 3.3 *Horizontal Priorities*) should be integrated as practical elements, not buzzwords. They can be addressed in two ways.

First, as **methodology**, where the project actively applies them—for example through inclusive practices (accessible materials, targeted support), digital tools and teaching methods, sustainable choices (e.g. travel, content), or participatory approaches involving learners and communities.

Second, as a **thematic focus**, where a priority shapes the project's core idea, such as digital pedagogy, green VET modules, inclusion strategies, or civic participation.

Both approaches are valid and can be combined. What matters is that priorities are clearly integrated into the project design, work packages, timelines, and outputs—not added as an afterthought.

7.3 Preparing for CBVET (Capacity Building in VET)

Although CBVET sits within the broader family of Key Action 2, it differs significantly from cooperation partnerships and should be approached as its own project logic. CBVET projects are designed specifically for cooperation with third countries not associated to the Programme, which includes Ukraine, and they aim to strengthen VET systems, staff competences, governance structures, and labour-market links.

Because of this, CBVET requires a level of organisational readiness that goes beyond the usual KA2 structure. Before starting to develop a CBVET proposal, reflect carefully on your internal capacity, your strategic motivation, and whether the project idea truly fits this more systemic format.

Clarifying your internal starting point

CBVET projects deal with structural issues: curriculum reform, teacher training models, governance processes, involvement of employers, or the development of quality assurance systems. This means your organisation must have a clear reason for joining or leading such a project. Before doing anything else, confirm internally:

- that your leadership supports the idea;
- that staff time will realistically be available for two to three years;

- that you have the expertise to contribute to system-level tasks rather than only local training delivery;
- that you can commit to sustained cooperation with several ministries, providers, or employer bodies;
- and that you understand the practical complexity of working across Programme Countries and Ukraine simultaneously.

CBVET is a project that requires a long-term stable environment and a team that can take responsibility for an extended period of time.

UNDERSTANDING WHAT CBVET ACTUALLY FUNDS

CBVET is not a research project and not a mobility project. Instead, it supports:

- developing and modernising VET programmes or curricula;
- introducing or professionalising work-based learning structures;
- strengthening cooperation between training centres and companies;
- creating or updating teacher training models;
- building or improving quality assurance mechanisms;
- and supporting the alignment of VET systems with national or regional reform efforts.

Because CBVET has a reform-oriented character, the outputs must have a clear added value beyond your organisation. If your idea is small, purely local, or focuses on only one school, CBVET is not the right tool.

BUILDING THE RIGHT CONSORTIUM

CBVET consortia must include **at least four organisations from three different countries**, with **at least two organizations from different Programme Countries and two from third countries not associated to the Programme** (e.g. Ukraine, previously Partner Country).

In practice, however, minimum partnerships are rarely sufficient. As CBVET projects address system-level challenges, they typically require broader and more balanced consortia, including VET providers, employer organisations, sector bodies, ministries, or national agencies.

Before forming a consortium, ensure all partners understand that CBVET goes beyond producing outputs. It involves stakeholder coordination, consultation, piloting, and complex communication.

For Ukrainian organisations, this often means involving employer partners or local authorities. A clear mandate is essential, particularly where system-level change is expected.

Designing activities that match CBVET logic

CBVET requires a balance between high-level development work and practical piloting. Typical activities include:

- expert workshops to redesign programmes or curricula;
- consultations with employer bodies;
- training events for teachers and workplace supervisors;
- small-scale piloting phases in training centres or companies;
- analysis of system gaps;
- the development of quality assurance guidelines or monitoring tools;
- and stakeholder events to gather input and build ownership.

Compared to KA220, CBVET allows a broader mix of activities and more flexibility, but this flexibility must be used responsibly. Plan activities that support real change.

Preparing for practical challenges

CBVET involving Ukraine requires additional operational planning. This includes:

- preparing for disruptions in electricity and connectivity;
- organising hybrid instead of fully physical events;
- planning travel flexibly and ensuring safety;
- considering which activities can realistically take place in Ukraine and which must be hosted elsewhere;
- aligning with NEO-UA guidance, which frequently updates during martial-law conditions;
- and ensuring all partners understand the additional time needed for coordination, translation, and risk management.

Sometimes CBVET applications underestimate the workload of cross-country coordination. Plan for extended timelines, more frequent communication, and the administrative overhead that comes with system-level reforms.

7.4 Preparing for Cooperation Partnerships (KA220) in VET.

Purpose and objectives:

Cooperation Partnerships (KA220-VET) are transnational projects under Key Action 2 of the Erasmus+ Programme. Their primary goal is to allow VET organisations to increase the quality and relevance of their activities, strengthen transnational networks, boost internationalisation and develop or transfer innovative practices. Results must be reusable, transferable and scalable. Projects are expected to disseminate findings at local, national and European level.

WHO ARE ELIGIBLE TO PARTICIPATE:

Any public or private organisation legally established in an EU Member State or Erasmus+-associated country may apply as coordinator or partner. Organisations from Ukraine may join as partners (not as coordinators) if they bring essential added value.

Eligible VET organisations include:

- VET providers (public and private schools, training centres, apprenticeship providers)
- Social partners, chambers of commerce, sector/trade associations
- Local, regional and national public authorities
- Research bodies, NGOs, quality assurance and validation agencies

KEY WRITING TIPS:

- Align clearly with at least one 2026 Erasmus+ priority and explain the link explicitly in the application.
- Demonstrate how results will be transferable, scalable and used beyond project end.
- Show that the partnership composition is diverse and each partner brings specific, non-duplicated expertise.
- Consult the Erasmus+ Project Results Platform to avoid duplicating existing funded projects.
- Check your National Agency's website for country-specific priority emphases before the 5 March deadline.

8 Writing a Strong Application

To request an EU grant under the Erasmus+ Programme, applicants must use the specific forms for each action.

For actions managed by the European Education and Culture Executive Agency, applications must be submitted electronically via the Funding & Tenders Portal to the relevant Call for proposals. Applications (including annexes and supporting documents) must be submitted using the forms provided in the Submission System. For more information about the submission process (including IT aspects), consult the Online Manual.

For actions managed by the Erasmus+ National Agencies, applications (including annexes) must be submitted electronically via the application forms available in the Opportunities section of the Erasmus+ and European Solidarity Corps website. For more information about the submission process, consult the Erasmus+ and European Solidarity Corps guides.

8.1 Understanding the KA1 application form

The KA1 application forms are accessed and completed online through the Erasmus+ and European Solidarity Corps portal.

Before applications can be filled out, the applicant must have an EU login. The EU Login Authentication Service is a single point for user authentication to a wide range of Commission information systems. For this first step, you need to create an EU login account. As the second step, the organisation should be registered in the Organisation Registration system. Once the registration is completed, the organisation will obtain an Organisation ID. After that, you are ready for the third step: completing the KA1 Application Form. To complete the application, it is recommended to take note of the following:

- Mandatory fields are indicated with a red asterisk. They must be completed before you can submit the form;
- Once all mandatory fields and validation rules in a section are satisfied, sections will be marked with a green tick. Your actions in the form may also trigger certain warning messages. Read these notifications and messages carefully, and in case of warning messages make the appropriate corrections;
- The checklist section of the application form will help you verify if your application is ready for submission;

- The form is automatically saved as you complete it. After closing the form, you can find it again by returning to *My Applications* via the main menu.

8.2 Understanding the KA2 application form

Before anything else, it is important to know that all KA2 application forms are accessed and submitted exclusively through the EU Funding & Tenders Portal. There is no downloadable Word or PDF version that you can fill in offline. The structure of the form is fixed, and it updates automatically every call year, which means you are always working with the latest version provided by the Commission or EACEA.

Because the portal only unlocks the form once your organisation is correctly registered (OID/PIC validated, legal representative assigned, etc.), make sure that all administrative steps described in Chapter 4 *Getting Ready* are completed before you even try to enter the form.

Once inside the portal, you will see that the KA2 application form is divided into a series of structured sections. They follow a logic: explaining what you want to do → why it matters → who will do the work → and how you intend to deliver (and measure) results. Although each field feels short, the form as a whole is designed for you to provide a clear line of thought.

Administrative details

- project title
- acronym
- duration
- participating organisations
- legal representative
- contact person

The project

- project summary
- target groups
- needs addressed
- objectives & rationale
- planned activities
- consortium logic

Work plan & budget

- work packages
- activities
- partner responsibilities
- outputs
- lump sums
- budget justification

Validation

- portal check, flagging:
  - missing fields
  - unmatched partner data
  - incorrect durations
  - incomplete sections

ADMINISTRATIVE DETAILS

The first part covers the administrative details: project title, acronym, duration, participating organisations, and the legal representative/contact person. These fields are straightforward but crucial. **What you enter here feeds directly into your future grant agreement and public documentation**, so choose titles and acronyms that will still make sense two years from now. Be accurate and consistent in how you list the partners; **mismatched data between the form and the OID profiles is a common and easily avoidable reason for delays**.

THE PROJECT

The next section focuses on describing your project idea. Provide a short summary, define your target groups, and outline the need you address. This is your "first impression": evaluators often form an initial judgement here, so aim for clarity, brevity, and logic.

The form then moves into the core narrative, where you develop your objectives, partnership rationale, and planned activities. Each question is intentional. Even if points overlap, avoid referring to earlier sections (see Chapter 8.3 Common Mistakes in Proposals). The structure follows the assessment logic but guides you step by step. Treat each question as an opportunity to demonstrate coherence and relevance.

You will also outline your work plan, including work packages, timelines, milestones, and outputs. Activities must be linked to specific partners, with clear responsibilities. This section shows whether the consortium has planned realistically—be concrete, not generic.

Impact, dissemination, and sustainability form another key section. Explain who you aim to reach, why your results matter, how they will be used, and how they will continue beyond the project. Avoid vague statements.

Finally, the budget section requires selecting a lump sum category aligned with your project's scope and justifying it based on your activities. Narrative and budget must match—any mismatch will be immediately visible.

VALIDATION

Finally, before you are able to submit, the portal will automatically run a validation check. This flags missing fields, unmatched partner data, incorrect durations, and any inconsistencies between the administrative and narrative sections. **The system will stop you from submitting an incomplete application.**

Understanding the KA2 application form is less about mastering a complicated system and more about recognising the logic behind it. Each field is a small piece of a larger picture that **shows whether your project is relevant, coherent, realistic, and capable of delivering results with European added value**. If you follow the internal logic of the form — and write with clarity rather than jargon — you are already halfway to a strong and competitive application.

8.2.1 Relevance of the project

When thinking about the relevance of your project, start by looking at the *priorities* — both horizontal and national. Each Erasmus+ call sets out specific priorities for that year and for each field (VET, Adult Learning and Education, Youth, etc.). Your first task is to identify which of these priorities your project naturally contributes to.

It is better to develop a project that makes genuine sense for your organisation and target group, and then select the matching priority, than to try to force or "shoehorn" your idea into a priority that does not truly fit.

Misalignment here is one of the most common reasons why applications are rejected early in the evaluation process. It is worth taking the time to get this right.

UNDERSTAND WHAT "RELEVANCE" MEANS

Relevance means that your project fits the logic of the programme and the call — and that it is meaningful for the field you are applying in.

For example:

- A project focused on **staff upskilling** belongs under **Vocational Education and Training (VET)**.
- A project targeting **pupils** clearly fits under **School Education**.
- If your project supports **young adults** who have completed their vocational training but now need broader personal or cultural development, it could fit under **Adult Learning and Education (ALE)**.

The field you choose should reflect your **main target group** and the type of competences you want to develop.

If the focus is unclear, explain it in your application. A short, honest clarification often helps evaluators see your project in the right light.

BUILD A CONSORTIUM THAT FITS THE TOPIC

Relevance depends not only on the idea but also on the partners. Your consortium should match the project's theme and objectives. Organisations must have the expertise and role needed to contribute meaningfully (e.g. VET projects should involve training providers, employers, or skills-focused institutions).

BASE YOUR PLAN ON REAL NEEDS

A relevant project responds to clearly identified needs. Define these for your target groups and support them with evidence (e.g. surveys, partner input, research). Check existing projects and build on them rather than duplicating results.

ENSURE PROPORTIONALITY AND REALISM

Align ambition with capacity. Smaller projects may have local impact, while larger ones should aim for transferable or scalable results. Strong applications match outputs and scope to available resources.

SHOW THE INNOVATIVE ELEMENT

Innovation should be understood in context. It may involve new approaches, models, or partnerships, but can also mean adapting existing methods to new settings or target groups. Innovation is not only about novelty, but also about transfer and application.

Relevance is about alignment between your idea, target group, partners, and Erasmus+ priorities. The clearer this connection, the stronger the application.

8.2.2 Quality of design & implementation

When we talk about project design and implementation, what we really mean is whether the project plan makes sense — for the target group, for the partner organisations, and for the goals you have set yourself. A well-designed project is logical, relevant, and realistic. It connects needs, objectives, and actions into one coherent line of thought.

START WITH RELEVANCE

Before writing anything, ask yourself whether what you plan to do is actually needed. *Does it respond to a clear need of your learners, staff, or community? Does it fit the priorities of Erasmus+ and the realities of the participating organisations?* If an idea only "sounds good" but does not clearly benefit the people or organisations involved, it will be difficult to defend later in the application — and even harder to implement.

CHOOSE A METHOD THAT FITS YOUR GOALS

Once the idea is clear, think about *how* you will reach your objectives. Your methodology should be suitable for the type of results you want to achieve. This means selecting approaches, formats, or tools that help you get there efficiently. For example, if you aim to strengthen teachers' digital competences, make sure your activities truly focus on practical digital learning — not just general workshops about education. Good methodology also shows that you know your target group and can adapt your approach to their needs.

> How you achieve the change: e.g. "*2-week internships in automotive companies in Finland*"

PLAN CONCRETE PHASES AND A REALISTIC SCHEDULE

A good project plan is more than a list of wishes. Define the project phases — preparation, implementation, follow-up — and describe what happens in each of them. Create a realistic timeline showing *when* activities will take place, *who* is responsible, and *what* will be delivered. Avoid vague wording like "throughout the project" or "as needed." The clearer your plan, the easier it will be to manage later.

> How activities are structured: *preparation → mobility → follow-up*

THINK IN WORK PACKAGES AND RESOURCES

Each phase of your project can be seen as a work package with specific tasks, outcomes, and a realistic budget attached to it. Link the resources you request to what you plan to do. Erasmus+ funding is a contribution, not a full cost-covering grant. Show that you understand the principle of co-funding: the EU supports your effort, but you also invest staff time, rooms, or materials. Cost-effectiveness matters — treat the budget as part of your project logic, not an afterthought.

INCLUDE SIMPLE QUALITY-CONTROL MEASURES

Good design also means thinking about how you will check your own progress. Decide early how you will measure whether your objectives are being met. These checks can be qualitative (feedback, reflection) or quantitative (number of participants, events held). The goal is not bureaucracy, but awareness — noticing in time if something needs to be adjusted rather than waiting until the final report.

INTEGRATE INCLUSION AND SUSTAINABILITY

Strong projects take into account how things are done, not just what is done. Ask yourself:

- Are the activities inclusive? Have you considered participants with fewer opportunities?
- Are you being environmentally responsible — for example, by promoting green travel or choosing local providers?

Inclusion and sustainability should appear naturally in your plan, not as decorative buzzwords. They can be part of your objectives, your methods, or simply your day-to-day organisation.

DESIGN LEARNING ACTIVITIES WITH PURPOSE

If your project includes specific learning activities — for instance, staff training or peer-learning events — make sure they are clearly justified. They should respond to a real need and directly support your objectives. Explain who participates, what they will learn, and how these activities connect to the overall project. Avoid adding training events just to make the project look bigger — every activity must have a clear function.

Quality design and implementation come down to clarity, logic, and realism. You should know what you want to achieve, why it matters, how you plan to do it, and how you will check that it works. If all of that makes sense on paper, it will make sense in practice — and that is the best foundation for a strong Erasmus+ project.

8.2.3 Quality of the partnership

Once objectives and activities are defined, the next question is who will deliver them. The strength of the consortium and clarity of cooperation are central to project success.

CHOOSE PARTNERS THAT FIT THE PURPOSE

Partners should contribute relevant expertise, access to target groups, or a clear role in achieving the objectives. Avoid selecting partners based on availability alone. Ensure a balance between expertise and capacity—partners should be able to contribute consistently throughout the project.

MATCH EXPERIENCE TO SCALE

Align the project's ambition with the consortium's experience. New partnerships should start with manageable projects, while experienced teams may take on more complex or innovative formats. Assign roles based on strengths.

WORKLOAD AND RESPONSIBILITY SHARING

Tasks must be clearly defined and proportionate. Use work packages or thematic areas (e.g. management, dissemination, activities, quality assurance) to structure responsibilities and support reporting.

SET UP CLEAR COMMUNICATION STRUCTURES

Agree early on meeting frequency (online and on-site), responsibilities for coordination and documentation, and tools for communication and file sharing. Use regular meetings and ensure systems are accessible and GDPR-compliant. Appoint one contact person per organisation.

BUILD TRUST AND COOPERATION

Effective collaboration depends on open communication, mutual support, and respect for different working styles. Encourage feedback and proactive problem-solving.

A strong consortium combines relevant expertise, clear roles, and structured communication. Well-defined cooperation reduces risks and supports effective implementation.

8.2.4 Impact & dissemination

A strong project is not only defined by its implementation, but by what remains afterwards. Your application should clearly explain who benefits, how results will last, and how others can learn from them.

START WITH THE IMMEDIATE IMPACT

Describe how the project affects participants (learners, staff). Specify what they gain—skills, confidence, networks, or career opportunities.

THINK ABOUT YOUR ORGANISATION

Explain how the project strengthens your institution (e.g. new partnerships, improved cooperation, increased capacity for international projects).

LOOK BEYOND THE PROJECT

Consider long-term effects. Will results be used after the project ends? Examples include integrating new methods into practice or maintaining partnerships.

CONSIDER THE WIDER LEVEL

Depending on scope, impact may extend to regional, national, or European level. Describe realistically how your project can influence practice, networks, or policy.

IDENTIFY AND INVOLVE STAKEHOLDERS

Engage stakeholders who can use or support your results (e.g. schools, employers, authorities). Early involvement strengthens relevance and reach.

PLAN FOR DISSEMINATION

Make results visible and accessible. Use targeted formats (e.g. workshops, newsletters, media) suited to your audience—beyond simply uploading outputs.

ENSURE SUSTAINABILITY

Explain how results will continue after funding ends, through ongoing use, transfer, or integration into regular practice.

Impact and dissemination ensure your project creates lasting value—for participants, organisations, and the wider field.

8.3 Common mistakes in proposals

Even strong ideas can stumble in writing. Below are frequent pitfalls in Erasmus+ applications — and simple ways to steer around them.

1. Writing for a "secret code"

Mistake: Trying to game the form with buzzwords, name-dropping, or "cutting-edge" phrasing in place of substance.
Do instead: Answer plainly and concretely. Show a clear line from **needs** → **objectives** → **methods** → **results**. Relevance beats rhetoric.

2. Referencing other questions

Mistake: "See Q4" or assuming a point is already explained elsewhere.
Do instead: Answer **each** question in its own space. If you must connect sections, briefly restate the key point.

3. Overpromising (or… stretching the truth)

Mistake: Claiming capacity, partnerships, or outcomes that are not realistic.
Do instead: You can be ambitious but you must be credible. Match scale to consortium experience, show feasible numbers, and describe how success will be measured. It is better to promise less and deliver well than to overreach and underdeliver.

4. Weak or outdated methodology dressed up with jargon

Mistake: Using trendy terms to mask a method that does not fit your goals or target group.

Do instead: Choose methods because they work for your objectives and beneficiaries. Explain why they fit, how you'll implement them, and how you'll know they worked.

5. Skipping the homework

Mistake: Not checking existing projects, literature, or local practice; reinventing a handbook that already exists nearby.
Do instead: Do a quick scan of the **Erasmus+ Project Results Platform**, relevant networks, and recent studies. Show what's new in your approach (target group, context, transfer, or improvement).

6. Vague timelines and responsibilities

Mistake: "Throughout the project" and "as needed."
Do instead: Give a simple schedule with phases, milestones, owners, and outputs. Clarity signals control.

7. Budget not tied to work

Mistake: Treating the budget like a separate exercise.
Do instead: Link resources to work packages and outcomes. Show cost-effectiveness and acknowledge co-funding (staff time, rooms, materials).

8. Ignoring inclusion and sustainability in practice

Mistake: Mentioning priorities only as buzzwords.
Do instead: Show concrete arrangements: accessible selection, support for participants with fewer opportunities, greener travel choices, local suppliers, and how results will live on.

9. No plan for dissemination (until the end)

Mistake: Uploading results at the finish line and hoping people find them.
Do instead: Plan lightweight, regular sharing from day one (short updates in your network, your events, or social media) tailored to the audiences who will actually use your outputs.

8.4 Self-assessment before submission

Once you have worked through all previous steps — defining relevance, designing your activities, building your consortium, shaping the impact plan — some weeks will likely have passed. Hopefully you have started early enough to now do one of the most valuable things in the entire process: put the application aside.

RUN A STRUCTURED SELF-CHECK

After getting some distance between you and your writing, complete a quick structured assessment to make sure everything connects logically and nothing essential is missing. This final self-check should cover the main pillars of a strong application:

- ☐ **Alignment & Relevance** – Does the project clearly fit the programme's priorities and the right field (VET, ALE, Youth)?
- ☐ **Design Logic** – Is there a coherent flow from needs → objectives → activities → results → impact?
- ☐ **Team & Cooperation** – Are partner roles, capacities, and communication lines clear and realistic?
- ☐ **Budget & Resources** – Is the budget justified, proportional, and linked to work packages?
- ☐ **Impact & Dissemination** – Are benefits, audiences, and sustainability measures described concretely?
- ☐ **Inclusion & Environmental Responsibility** – Are green and inclusive practices integrated, not just mentioned?
- ☐ **Quality Assurance & Risk Management** – Are indicators and mitigation measures in place?
- ☐ **Compliance & Data Protection** – Are GDPR, ethical, and administrative requirements fulfilled?
- ☐ **Evidence & Annexes** – Are supporting documents complete, updated, and consistent?

Final polish before pressing "submit"

- Read aloud a few key sections. If they sound heavy or unclear, simplify them.
- Verify that all numbers, names, and acronyms are consistent throughout.
- Check that the story flows — the same priorities, objectives, and target groups appear consistently from start to finish.

- Run a last spell check, then save the final file with date and version.

> A fresh pair of eyes can improve an application more than an extra paragraph of text. Let someone outside the writing team read it — and listen closely to what they don't understand. That's usually where you still need to clarify.

A comprehensive self-assessment list can be found in Annex II.

9 Budgeting

The financing mechanism applied under the Erasmus+ Programme in most cases provides grants based on the reimbursement on the basis of unit costs or lump sums. These types of grant help applicants to easily calculate the requested grant amount and facilitate a realistic financial planning of the project.

9.1 Funding rules: unit costs, lump sums, actual costs (KA1 & KA2 differences)

Budget-based mixed actual cost grant

These grants are based on **actual costs** incurred or on simplified cost options. Typically, this includes:

- Reimbursement based on unit costs – covering clearly defined categories of eligible expenditure calculated per unit (e.g. per participant, per day). Example: individual support under Key Action 1 mobility projects.
- Reimbursement of a percentage of eligible actual costs – used for specific items where exact expenditure must be justified. Example: exceptional costs under Key Action 1 mobility actions.

Lump Sums

Lump sums are reimbursements of a **fixed amount**, not directly linked to actual costs incurred. Instead, they are calculated using predefined methodologies and serve to simplify financial management for beneficiaries.

The individual lump sum amounts may be supported by a detailed budget table or calculator, if provided.

Three types of lump sum funding can apply:

- **Budget-based lump sum**: The lump sum is based on the project's estimated budget, the evaluation results, and the funding rate specified in the call (for more details, also see Part B of the Erasmus+ Programme Guide). The estimated budget must meet the basic eligibility criteria for EU actual cost grants (see the Annotated Grant Agreement, Article 6, for actions managed by EACEA).
- **Pre-fixed lump sum**: The amount is pre-defined in advance by the granting authority in the Call (for more details, also see Part B of the Erasmus+ Programme Guide).
- **Hybrid approach**: A combination of budget-based and pre-fixed lump sum elements.

For actual/real costs:

- they must be actually incurred by the beneficiary
- they must be incurred during the period of implementation set up in the project grant agreement, with the exception of costs relating to final reports and audit certificates, which may be incurred afterwards
- they must be declared under one of the budget categories set out in the grant agreement
- they must be incurred in connection with the action as described in the grant agreement and necessary for its implementation
- they must be identifiable and verifiable, in particular being recorded in the account records of the beneficiary and determined according to the applicable accounting standards of the country where the beneficiary is established and according to the usual cost accounting practices of the beneficiary
- they must comply with the requirements of applicable taxes, labour and social security
- they are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency

For unit costs and contributions:

- they must be declared under one of the budget categories set out in the grant agreement
- the units must:
- be actually used or produced by the beneficiary in the period of implementation
- be necessary for the implementation of the action and
- the number of units must be identifiable and verifiable and, when necessary, supported by records and documentation

Lump sums:

- they must be declared under one of the activities/work packages set out in the grant agreement
- the work must be properly implemented by the beneficiary in accordance with the grant agreement
- the deliverables/outputs must be achieved in the implementation period

9.2 Budgeting in KA1: travel, individual support, organisational support

The main funding principles for KA1 projects are:

- Up to 20% of the grant may be allocated for cooperation with "non-associated countries" (Partner Countries of the Programme).
- Financial organisational support for the partnership (from 100 to 500 EUR per participant, depending on the type of mobility).
- Coverage of travel costs (according to the Distance Calculator).
- Subsistence costs (for staff – from 80 to 160 EUR per day; for students – from 30 to 104 EUR per day).
- Additional funds for mobility participants with special educational needs (100 EUR per participant).
- Preparatory visits (575 EUR per participant, maximum 3 participants per visit).
- Separate funding for course teaching activities (costs covering course registration fees and training: 80 EUR per participant per day (max. 800 EUR per grant agreement).

Additional funds for linguistic support for mobility participants (150 EUR per participant).

9.3 Budgeting in KA2: project management, transnational meetings, outputs, multiplier events, special costs

This action operates under a lump-sum funding model. The single lump-sum contribution amount will be established for each grant based on the applicant's estimated budget for the action. The granting authority will fix the amount based on the estimated project budget, evaluation result, and any possible funding rate.

<u>Key Principles for Determining the Lump Sum</u>

This action follows a **lump-sum funding model**, meaning the grant is provided as a single fixed amount that is **not linked to actual costs incurred**. Instead, the lump sum is determined in advance and awarded based on the estimated project budget, the evaluation results, and an expected certain co-financing rate (i.e., a certain rate is expected to be covered by the applicant).

Applicants must submit a detailed budget table, structured around coherent work packages and following the guidance in the application form. The following requirements apply:

1. **Work Package Structure**
   The budget should be broken down by work package and by beneficiary/affiliated entity. Typical work packages include:
   - Project management
   - Training
   - Organisation of events
   - Mobility preparation and implementation
   - Communication and dissemination
   - Quality assurance
2. **Activity Descriptions**
   Each work package must include a clear description of the planned activities.
3. **Lump Sum Breakdown**
   The proposal must indicate:
   - the share of the lump sum per work package
   - the allocation per beneficiary and affiliated entity within each package
4. **Eligible Cost Types**
   Costs may include:
   - Staff costs
   - Travel and subsistence
   - Equipment
   - Subcontracting (limited to max. 10% of the EU grant)
   - Other costs (e.g. dissemination, publishing, translation)
5. **Prohibited/Specific Items**
   - **Financial support to third parties** (e.g. regranting or prizes) is **not allowed**.
   - **Audit costs** are **not eligible**.
   - **Volunteer costs** are allowed as **unit costs**, according to the relevant EU Commission Decision.

- SME owner costs are also permitted as **unit costs**, as defined by the EU Commission.

The **maximum EU contribution per project** is **EUR 500,000 (for CBVET projects) or other amount for other KA2 project types**. All financial parameters (e.g. final grant amount) will be specified in the **Grant Agreement**. For more information, see Part C of the Erasmus+ Programme Guide, section *"Eligible direct costs."*

9.4 Budget planning templates

The KA1 (Mobility) budget template is integrated into the KA1 Application form, and the KA2 (Cooperation) budget template is a separate form that is an integral part of the KA2 Application form. Both budget templates are not standalone downloads but are generated within the online portal as you build your project, with specific budget screens detailing costs by activity (travel, subsistence, course fees, project management, etc.) for each key action, using unit costs and defined rules, requiring inputs for awarded vs. reported amounts and tracking expenditure against the grant in the *Mobility Tool* for KA1 or *Beneficiary Module* for KA2.

Key Differences in Budgeting

- KA1 (Key Action 1 - Mobility): Focuses on individual learning mobility (staff/students), with budgets calculated per participant and activity (e.g., training, teaching) covering travel, subsistence, course fees, and organizational support, often using fixed unit costs.
- KA2 (Key Action 2 - Cooperation): Funds partnerships for innovation, with budgets structured around project management, work packages, intellectual outputs, multiplier events, and learning/teaching/training activities, using grant-based funding for different cost categories

Budget Template Structure (General)

- KA1: Breakdown by activity type (e.g., Teaching Assignments, Training Courses, Mobility Activities) with columns for Participant Numbers, Unit Costs, Travel, Subsistence, Course Fees, Language Support, etc..
- KA2: Detailed by Work Package (WP) or activity (Project Management, Learning/Teaching/Training, Multiplier Events, Intellectual Outputs, Special Costs), showing awarded vs. reported budget and expenditure.

9.5 Co-funding and resource leverage

Both Erasmus+ KA1 funds support individual mobility (study, training) with fixed grants for travel/subsistence, while KA2 funds on institutional cooperation use a lump-sum model based on estimated project costs, expect co-financing from other sources, promoting efficient use and broader impact. Both aim for modernization, but KA1 focuses on skills for individuals, whereas KA2 builds organizational capacity and exchanges practices for systemic change, with a push for green initiatives across all projects.

KA1 projects are implicitly required to be co-funded by participants' institutions/self-funding, but grants cover defined costs.

KA2 projects are not required but expected to be co-funded with other funds, encouraging diverse funding streams and efficient project design.

General Co-funding Principles (Across KA1 & KA2)

Efficiency: Projects should be cost-effective, with applicants encouraged to find cheaper ways to achieve results.

Sustainability: Erasmus+ aims to supplement, not replace, national funding, expecting other sources to contribute.

Green Focus: All projects must incorporate environmental sustainability, promoting greener practices and addressing climate change.

Broad Engagement: Encourages collaboration with various stakeholders (businesses, NGOs, local authorities) and supports inclusion for people with fewer opportunities.

10 Preparing for Submission

10.1 Registration

Now that you have written your application and confirmed that your organisation is internally ready, it is time to prepare for submission. As explained earlier in Chapter 4, the first step is to complete all the formalities — creating your EU Login, registering your organisation, and ensuring that you meet the Erasmus+ Quality Standards. Once these basics are in place, the submission process depends on which type of project you are applying for.

Eligible applicants of a Key Action 1 (KA1) project use the Erasmus+ and European Solidarity Corps Portal

Key Action 1 supports mobility projects — learning, training, or teaching abroad for learners and staff. Applications for KA1 are submitted through the online platform of Erasmus+ and European Solidarity Corps National Agency Portal. Each country participating in Erasmus+ has one or more NAs responsible for managing decentralised actions. Through your Erasmus+ and European Solidarity Corps National Agency Portal, you will:

- Access and fill in the **KA1 application form** specific to your sector (VET, school, youth, etc.).
- Upload any required annexes or declarations.
- Have the application visible directly to the NA.

After approval, you will also use the NA's online system to:

- Manage your project contract and reporting.
- Monitor activities, participant mobility, and outcomes.
- Submit your final report at the end of the project.

Eligible applicants of a Key Action 2 (KA2) project use the EU Funding & Tenders Portal

Key Action 2 covers cooperation among organisations and institutions, such as Partnerships for Cooperation or Centres of Vocational Excellence. All KA2 applications are submitted through the **EU Funding & Tenders Portal** — the central online system of the European Commission.

The Funding & Tenders Portal is much more than just an application tool. It serves as:

- An **overview of open calls** for proposals across all EU programmes.
- The **place to download the official application form** and related documents (e.g. call specifications, guides, templates).
- The **submission platform**, where you upload and send your completed application.
- The **project management hub**, where you later manage your contract, submit progress and final reports, and communicate with the European Education and Culture Executive Agency (EACEA).

10.2 Time & version management

One of the biggest challenges in preparing an Erasmus+ application is not the writing itself but keeping track of time — and of the many document versions that appear along the way.

Rule #1 – Keep versions under control

You may already have your own way of managing drafts. If not, it is worth setting up a simple, reliable system early on. The goal is that everyone working on the application always knows where the latest version lives and who last edited it.

Ideally, store the application in a central, shared space where authorised contributors can access it easily — for example, Google Docs or Microsoft 365. Both allow several people to work on the same file at once while keeping a single, synchronised version. If you use such tools, remember that they are hosted outside the EU. If the file includes personal data, make sure your storage solution complies with GDPR (for instance, by anonymising participant data or restricting external sharing).

If you do not use live editing tools, version control becomes even more important. Avoid the classic chaos of *"application_V1," "application_final," "application_final_final"*. Instead, name your files clearly and consistently. We recommend the following format:

- **YYYY_MM_DD_Application_KA1.docx**
  Example: *2025_11_10_Application_KA1.docx*

When you create a new version, copy the previous file in the same folder, rename it with the new date (e.g. *2025_11_15_Application_KA1.docx*), and move the old one into a sub-folder called **/Old Versions**.
This way, you always have a short backup history without endless duplicates.

Never create individual comment files such as *"Application_KA1_comments_Martin.docx"* and *"…_comments_Sophia.docx."*
Merging those later will waste time and cause errors.
One shared master document and one clear naming rule will save you from confusion later — and shows professional document discipline to partners and auditors alike.

Rule #2 – Start early

Good version control is only half the story. The other half is time management. Start drafting as soon as the call is published. The earlier you begin, the calmer the process will be — and the more constructive feedback you will receive.

You can:

- Set up Google Alerts or sign up for your **National Agency's newsletter** to be notified as soon as the new call is released.
- Make sure all formalities — EU Login, OID or PIC, partner registration — are already complete before you begin writing.
- Download the latest forms, programme guide, and expert guide immediately so you work with the correct version.

Early preparation has two key benefits:

1. People you ask for feedback still have time and mental space to help.
2. You avoid the collective panic that sets in across Europe in the final hours before the deadline — when servers often slow down or crash.

Experience shows that the Funding & Tenders Portal and National Agency systems become unstable minutes before submission closes. Even if the Commission occasionally extends the deadline, it will not help your stress levels. Plan to submit a few days early. Your future self will thank you.

Rule #3 – Use the waiting time wisely

If you finish ahead of schedule, give yourself some distance. Put the application aside for a few days, or even better, hand it to someone not involved in writing. (See next chapter)

A clean version-control routine and a realistic timeline are not bureaucratic extras — they are the backbone of a smooth submission. Start early, name files consistently, store them centrally, and plan for feedback. If you can manage those four steps, you have already solved half of the stress that usually surrounds Erasmus+ deadlines.

> Hard decisions made early — such as naming conventions and submission timing — make life easier later. Stick to your own rules, and get partners to do the same.

10.3 (Internal) review process

If you have the possibility to let the application sit in your desk and rest for a week or two, you might even have the chance to give it to a *befriended organisation* or a *partner* and ask someone who was not involved in the writing to read it. This is a crucial step. When you have spent many hours inside the same document, your brain starts filling in gaps automatically. A new reader will see what you no longer can.

<u>Ask your test reader</u>

After they have gone through the application, ask a few simple but powerful questions:

- How did it read for you — like a cohesive story, or did it jump around thematically?
- Did you get a clear picture of **what** we want to do and **why**?
- Would you, if this were your organisation, feel confident and proud to submit this?

Their answers will tell you whether the application still has blind spots or confusing parts.

<u>Review with fresh eyes</u>

Once you receive feedback, go back to the application yourself. If you don't have the luxury of waiting a week, you can still *trick your brain* into seeing it differently. One surprisingly effective method: **start reading from the end.** By going backwards — from the final annex to the front page — you interrupt the brain's habit of "autocompleting" familiar sentences. This helps you catch inconsistencies, unclear phrasing, and gaps that otherwise go unnoticed.

11 Implementation

11.1 Kick-off meetings & role clarification

Whether your kick-off meeting takes place online or in person, it is to align everyone involved and lay the groundwork for successful cooperation. As a Ukrainian project partner, it is your responsibility to ensure that your own team clearly understands their roles and responsibilities in the project.

In most cases, especially in Key Action 2 projects, the project coordinator is based in another (E+ Programme) Country and leads the overall consortium. However, this does not mean that Ukrainian partners are passive participants. In larger projects, responsibilities are often split into work packages, and it is very common that partners — including those from Ukraine — take the lead on individual work packages. This means that even if you are not coordinating the full project, you may still be expected to manage a significant part of it. That is why your kick-off meeting is crucial: it sets the tone, clarifies expectations, and helps everyone understand who is doing what — and by when.

The project coordinator (especially if experienced with Erasmus+) may provide guidance, templates, and draft timelines, and there is usually a Partnership Agreement in place. However, this is not always enough. There is often a gap between those who wrote the application and those who will implement the project. You should not assume that everyone automatically understands the logic and responsibilities outlined in the application. As a local lead or point of contact, it may fall to you to explain, clarify, and repeat — especially for those in your team who are new to the programme.

That said, Erasmus+ is not just about spreadsheets and deliverables — it is about people working together across borders. So, the most important task of a first meeting, therefore, is: building relationships. You will be relying on your partners for the next one, two, or even three years. That only works if there is trust, respect, and some sense of personal connection.

That is why many kick-off meetings include an informal or cultural component: a shared dinner, a city tour, a group visit to a local theatre or museum. Whether you are the host or simply participating, these moments are just as important as the agenda — they lay the foundation for smooth collaboration later on.

Finally, each person involved in the project should leave the kick-off meeting knowing:

- What they are expected to do
- How and when they are expected to do it
- Who they can contact if something is unclear

Misunderstandings are common — people may think they understand, but might not. As a partner, you must be aware of this risk, and making sure everyone is on the same page. It may feel repetitive, but clear and regular communication really is key.

11.2 Managing mobilities (KA1) / cooperation activities (KA2)

Managing KA1 projects is an overall responsibility of VET institutions baring implementation functions on the VET institution International Unit and its understanding of institutional role in the before, during, and after mobility periods.

The first step for VET institution International Units is understanding of its critical role in Erasmus+ mobility, serving as the central hub for managing mobility projects, ensuring Erasmus+ Programme principles, and facilitating the entire mobility lifecycle. Their role involves transparently disseminating opportunities, rigorously selecting participants based on merit and inclusion, and coordinating all logistical and administrative aspects of sending students and staff abroad.

Key Roles of International Units in Ukrainian VET institutions are:

Dissemination of Opportunities	• **Transparent Communication:** Actively publicizing Erasmus+ opportunities through websites, social media, information days, and department meetings to ensure equal access. • **Targeted Outreach:** Ensuring information reaches students with fewer opportunities, promoting inclusivity and diversity in mobility participation. • **Guidance:** Providing clear information on available destinations, grant amounts, and application procedures.
Selection of Participants	• **Fair and Transparent Processes:** Establishing clear, publicly available, and non-discriminatory selection criteria (e.g., academic merit, motivation, language skills). • **Inclusion Focus:** Implementing measures to select participants from diverse backgrounds, including those with disabilities or socio-economic challenges. • **Selection Committee:** Organizing committees to review applications and document the selection process to ensure accountability.
Sending Participants	• **Pre-departure Preparation:** Providing linguistic support, orientation sessions, and assisting with visa/insurance requirements. • **Administrative Management:** Signing Grant Agreements, managing grant payments, and issuing Erasmus+ mobility certificates. • **Academic Recognition:** Ensuring full recognition of credits (ECTS) obtained abroad through Learning Agreements for studies or traineeships. • **Monitoring and Support:** Maintaining contact with participants during their mobility to offer support.
Requirements for international Departments	• **Adherence to Erasmus+ Programme principles:** Must comply with the principles of the Erasmus+ Programme, ensuring no fees are charged for mobility and providing equal treatment. • **Data Management:** Utilizing digital tools (e.g., Erasmus Without Paper) for efficient management of mobility documents. • **Reporting:** Ensuring all mobility data is accurately reported and recorded.

The second step is considering the contractual documents listed below:

The **beneficiary grant agreement.** Once the KA1 project receives funding approval, the institution-applicant will enter into a grant agreement with their National Agency (NA). This agreement establishes the formal relationship between the beneficiary VET institution and its NA, providing financial support for the mobility project. While partner institutions are not direct signatories to this agreement, their involvement in the mobility project is documented within the grant agreement and must comply with the programme's quality standards. The grant agreement reflects the project's core elements and is based on information submitted in the application form, which was evaluated by assessors who approved the project (in full or in part) for funding.

2) Your institution must establish an **inter-institutional agreement** with the partner institution before any mobility activities can start. Partners should begin discussing the agreement's content during the application preparation phase. The agreement should be signed after receiving funding approval and must be finalized before the first exchange begins. Beneficiary VET institutions are required to provide these inter-institutional agreements to National Agencies during potential monitoring visits.

3) The **participant grant agreement** establishes the financial support terms and payment arrangements for the participant. This agreement is executed between the participant and the beneficiary institution, using a template supplied by the National Agency. Both parties must sign the agreement prior to the mobility period start. The beneficiary VET institution manages all grant disbursements for both incoming mobility to their country and outgoing mobility from their country.

4) The **Learning and Mobility Agreements**. Before mobility can start, the participant, the sending and receiving organisations must agree on the activities the participant will undertake during the period abroad. These Agreements are of different types depending upon the mobility participants and the scope of mobility:

5) The **Learning Agreements for Studies and for Traineeships** define the academic or traineeship program the student will undertake, establish the intended learning outcomes, and specify the recognition process the sending institution will apply to learning achieved abroad. The Learning Agreement must contain the names of participating institutions, along with the student's name and contact information, contact persons at both sending and receiving institutions, and the coordinating beneficiary VET institution (when applicable). Both Learning Agreement templates - for studies and for traineeships - follow an identical structure, including sections on general information and details about the study or traineeship program across three phases: before, during, and after the mobility period. The Learning Agreement requires approval and signatures from the student, the sending and receiving organizations, and the beneficiary VET institution (when applicable). By signing the Learning Agreement, all parties commit to honouring the agreed arrangements, thereby guaranteeing that the student will receive recognition for studies or traineeship completed abroad without additional requirements.

6) The **Mobility Agreements for teaching and/or for training.** Before the mobility, it is necessary to fill in information on the teaching staff member, the Sending Institution/ Enterprise and the Receiving Institution.

You are recommended to use the template available on the Erasmus+ website with Resources and Tools. While the template establishes minimum requirements, partners may adapt it to their specific needs, including provisions for participant selection procedures, recognition mechanisms, organizational support, grant distribution, and other relevant arrangements.

11.2.1 KA2 Management by Ukrainian VET institutions

Project management and partnership coordination. Successful implementation of KA2 Erasmus+ projects requires a clear organizational structure and an effective management system, especially when it comes to multilateral international partnerships. Ukrainian VET institutions need to establish transparent decision-making mechanisms and distribution of responsibilities between all partners from the very beginning. This includes regular coordination meetings (at least quarterly, and more often if necessary), the creation of working groups for individual project results (Work Packages), the appointment of responsible persons for each area of activity. The project coordinator should ensure the functioning of an effective communication platform, where all partners will have access to up-to-date documentation, be able to track progress and exchange information. It is also important to develop internal procedures for rapid conflict resolution and operational decision-making when unforeseen circumstances arise.

Financial management of KA2 projects is one of the most critical aspects, requiring careful planning and constant monitoring. Ukrainian VET institutions need to create a separate financial accounting system for project funds, which will allow tracking expenses by budget categories, partners and project results. Particular attention should be paid to the rules for eligibility of costs (eligible costs) in accordance with the Programme Guide - some types of costs may seem logical from the point of view of project implementation but may not meet the requirements of the programme. It is critical to adhere to the principle of co-financing, if provided for in the grant agreement, and to ensure that no costs are financed twice from other sources (double financing is strictly prohibited). All supporting documentation should be kept for reporting - invoices, payment orders, timesheets, contracts with contractors, mission reports, etc. These documents must be kept for a minimum of five years after the end of the project and be available for audit. It is recommended to carry out internal financial checks before submitting each report to the EACEA in order to detect possible discrepancies and correct them in advance.

Quality of implementation and achievement of project results. Ensuring high quality of project results (deliverables) should be a priority for all partners, since it is by quality and impact that the success of the project is assessed. Each project result should have clearly defined quality criteria established at the planning stage, and mechanisms for their verification. It is recommended to involve external experts for independent assessment of interim results. It is also important to ensure mutual learning and exchange of experience between partners through peer review mechanisms - when partners evaluate each other's work and provide constructive feedback. This not only increases quality but also contributes to the creation of a common understanding of standards. Special attention should be paid to intellectual products (Intellectual Outputs) - they should not be just formally created documents, but really useful tools that can be implemented and used by the target audience after the project is completed. This requires pilot testing of the developed materials, collecting feedback from users, and making adjustments based on the information received. Testing should include both testing of technical functionality (in the case of digital tools) and assessing pedagogical effectiveness and compliance with the needs of the target group.

Risk management and adaptation to change. Proactive risk management is a necessary component of the successful implementation of KA2 projects, especially in the context of the ongoing war in Ukraine, which creates additional challenges and uncertainty. At the beginning of the project, it is necessary to conduct a detailed risk analysis, covering all aspects of implementation - organizational, financial, technical, external factors, security risks. For each identified risk, a mitigation strategy and a response plan should be developed in the case of its implementation. The risk management system should be dynamic - regularly reviewed and updated, as new risks may arise during the project implementation process. It is also important to understand that the Programme Guide and the Grant Agreement provide for some flexibility to adapt the project to changed circumstances. If there is a need to make changes to the project (change of partners, budget adjustment between categories, postponement of certain activities), it is necessary to inform the EACEA Project Officer in a timely manner and, if necessary, submit a formal amendment request. Some changes can be implemented without formal approval (e.g. minor adjustments within work packages), but partners should clearly understand the line between acceptable and critical changes that require approval.

Dissemination, exploitation of results and sustainability. Dissemination of project results and exploitation are not optional activities – they are mandatory components of KA2 projects, which directly influence the project evaluation and final approval. The dissemination strategy should be developed at the beginning of the project and include specific objectives, target audiences, communication channels and success indicators. It is important to use a variety of channels to reach different stakeholder groups – from social media and the project website to scientific publications, conferences, workshops for practitioners. All project results should be uploaded to the Erasmus+ Project Results

Platform, where they become available to the general public. To ensure sustainability, it is necessary to plan mechanisms for its continuation after the end of funding during the project implementation – this may include integrating the developed programs into regular educational activities, creating alumni networks to support the exchange of experience, finding additional sources of funding to continue the initiatives, attracting new partners and stakeholders. Partner institutions should clearly define who will be responsible for maintaining and updating the created resources after the project ends, how their technical functioning will be ensured, and how they will be integrated into the long-term development strategies of the partner organizations.

For more detailed instructions on other management requirements for KA2 projects in VET implementation, such as compulsory state registration of KA2 projects in Ukraine, submission of semi-annual monitoring reports, and equipment procurement rules in compliance with Ukrainian law, please visit the NEO-Ukraine webpage for KA2 Project Implementors.

11.3 Communication & reporting

Erasmus+ does not prescribe how, when, or through which channels project partners should communicate. It is up to each consortium to define an internal communication plan that suits its specific needs and structure. This includes setting out how often you will communicate, what channels will be used, who is included, and whether there will be any internal reporting mechanisms.

When developing your internal communication plan, consider:

- How often communication should take place (e.g. monthly, bi-weekly)
- Which channels should be used (e.g. email, MS Teams, Slack)
- Who is responsible for communication in each organisation
- Which people are included in which channels or mailing lists
- Whether formal internal reporting (e.g. written updates) is needed

The communication approach depends on:

- The number of partner organisations
- The level of familiarity and experience between partners
- How much guidance and support each partner requires

Email is usually the preferred formal channel, as it ensures a written record of key decisions and reduces the risk of misunderstandings. Especially in multilingual consortia, it is useful to have a traceable communication flow. In addition, many projects use **instant messaging tools** for informal exchanges (e.g. MS Teams, Signal, Slack, or similar). However, all tools must be **GDPR compliant**. If sensitive information is shared, it is recommended to avoid platforms with servers outside the EU and to consider European providers.

To establish reliable communication from the start:

- Collect email addresses and (if agreed) phone numbers from all relevant team members
- Ensure all individuals give consent to be contacted for project purposes
- Set up at least one main mailing list for project management
- Optionally, create a secondary mailing list for topic-specific contacts (e.g. finance, design, dissemination)
- Assign one person to maintain and regularly update the contact list

Given the high staff turnover in many organisations, especially in long-term projects, it is strongly recommended to have a dedicated person in charge of updating contact information throughout the project lifecycle.

Regular meetings between partners are also essential. In larger projects, these often take place on a monthly basis, but the frequency can be adjusted based on the project phase and the working rhythm of the partnership.

Decide:

- How often the meetings will be held
- Whether meetings are fixed in the calendar or planned ad hoc
- Who will chair or organise the meetings (this responsibility can rotate)
- Whether the meeting schedule is included in the application or partnership agreement

Once a structure is agreed, it is important to follow it consistently. Internal communication is an important aspect of final project reporting, and project teams are expected to demonstrate that the agreed procedures have been respected.

It is also important to take language clarity into account. Many Erasmus+ consortia work in English or another non-native language. Simple, direct phrasing and written follow-up can avoid unnecessary confusion and support smoother collaboration. Finally, make sure that all partners fully understand their responsibilities. Even if roles are clearly defined in the application, misunderstandings can occur. Therefore:

- Regularly revisit task allocations and deadlines
- Make time to clarify open questions
- Encourage open communication about delays or challenges
- Create space where team members can raise issues early, without pressure

Clear communication is not only a matter of efficiency — it is essential to building mutual trust and long-term cooperation.

11.4 Data protection & GDPR compliance

The General Data Protection Regulation (GDPR) — Regulation (EU) 2016/679 — is a European Union law that protects the personal data and privacy of individuals within the EU. It applies to all Erasmus+ projects, including those involving organisations from Partner Countries such as Ukraine. Whether data is stored digitally or on paper, and whether the organisation is based in the EU or outside of it, GDPR must be followed whenever personal data of EU citizens is processed.

In the context of Erasmus+ projects, personal data typically includes names, email addresses, phone numbers, postal addresses, but also evaluation forms, and signed consent sheets. Any information that directly or indirectly identifies a person falls under the regulation.

In this, it is also important to distinguish between general personal data, sensitive data, and children's data. Sensitive data refers to information about a person's health, ethnicity, religious or political views, or sexual orientation. This type of data is subject to particularly strict rules and may only be collected or processed if absolutely necessary and with appropriate safeguards in place. Similarly, when collecting and using children's data — particularly for minors under the age of 16 — parental consent is required, including in cases involving online services or media use.

GDPR is not only a legal obligation. It sets a standard for transparency, trust, and accountability across borders and institutions. For project teams, this means that data protection must be taken seriously from the very beginning of the project and throughout its lifecycle. At the practical level, GDPR compliance means that data should only be collected if it is essential for project implementation or reporting. Participants and staff must be informed of what data is being collected, how it will be used, how long it will be stored, and who will have access to it. They must also be given a clear and simple way to object or request the deletion of their data.

Topic	Action
Purpose Limitation	Collect data only for specific, legitimate purposes. The purpose must be clear and justifiable.
Data Minimisation	Collect only the data that is strictly necessary — not "nice to have" information.
Actuality	Keep collected data correct and up to date.
Storage Limitation	Store personal data only for as long as it is needed. Once the purpose is fulfilled, the data must be deleted.
Integrity and Confidentiality	Protect data through secure systems and limit access to staff directly involved in the relevant activity.
Accountability	Be able to demonstrate compliance with all principles, keep processing records, design systems with privacy in mind, report serious breaches within 72 hours, and ensure third parties have binding contracts. In some cases, appoint a Data Protection Officer. Breaches can result in fines of up to 4% of global annual turnover.

Data should be stored securely, preferably on servers located within the EU, and access must be restricted to authorised team members. It is not permitted to share files or participant data publicly or with third parties without explicit prior consent and proper safeguards in place. Even seemingly minor missteps — such as forwarding an unencrypted spreadsheet with contact details — can lead to violations.

Certain project activities require particular care. For example, travel arrangements often involve collecting sensitive data, such as passport scans or visa documents. These must be stored with maximum protection and deleted as soon as they are no longer needed. Likewise, photos and videos taken during project events can only be used if the individuals depicted have given written permission in advance. Consent forms should clearly explain how images will be used and must allow for both approval and refusal without pressure. It should never be more difficult to say "no" than to say "yes".

Topic	Action
Data Collection	Only collect what is needed. No unnecessary details.
Information	Inform participants and partners how their data will be used.
Consent	Use clear, accessible forms for media or data sharing.
Storage	Store all data securely, preferably on EU-based servers.
Access	Restrict access to project team members who need it.
Documentation	Keep a simple log of what data is collected and how it is managed.
External Tools	Use GDPR-compliant platforms (especially for communication or file sharing).
Travel Documents	Handle passport and ID scans with extra care. Delete after use.
Photos/Videos	Get written consent before use. Offer a real opt-out option.
Support	Contact your National Erasmus+ Office if unsure about your obligations.

Before collecting or using any personal data, a valid legal basis must exist. Under GDPR, data may only be processed if one or more of the following conditions are met:

1. The individual has given clear consent.
2. Processing is necessary for a contract with the individual.
3. Processing is required by law.
4. Processing is necessary to protect someone's vital interests (e.g. safety or life).
5. Processing is necessary for a public interest task or in the exercise of official authority.
6. Processing is necessary for the organisation's legitimate interests (unless overridden by the individual's rights).

In addition to these obligations, individuals also have several important rights under GDPR. They have the right to access their personal data and to know how it is being used. They can request corrections to inaccurate or outdated information, ask for their data to be deleted, and limit how their data is used. They may also request a portable copy of their data in a standard format and have the right to object to certain types of processing, such as marketing. Furthermore, they can refuse to be subject to automated decision-making without human input.

Right	Meaning

Access	Individuals can know what data is collected about them and to what extent.
Correction	People have the right to have false or outdated data corrected.
Erasure	People have "a right to be forgotten", meaning they can request that their data has to be deleted
Restriction	People can request or have the right to a limitation of their data usage, meaning Individuals can limit how their data is processed. Changes to agreed processing would then need renewed consent.
Data Portability	Individuals can request a copy of their data in a common format so that they can review them and see what kind of data is being held.
Objection	Individuals can stop their data from being used for certain purposes, such as marketing.
Not be Subject to automated Decisions	Individuals can object to decisions being made solely by machines.

To support compliance, most National Agencies or official EU platforms provide templates for essential documents. These typically include a privacy policy or participant information sheet, a data processing agreement for working with external service providers, consent forms for media or testimonials, and an internal data processing log to document how personal data is handled within the project.

While GDPR compliance is a shared responsibility across the project consortium, each organisation is accountable for safeguarding personal data at its own level. If you are ever unsure about your obligations or how to interpret the regulation, your National Agency or project coordinator is your first point of contact.

Ultimately, GDPR is not about creating extra paperwork — it is about embedding responsibility and respect for privacy into your project's day-to-day activities. By applying these principles from the outset, you help protect participants, build trust with partners, and avoid unnecessary legal or reputational risks.

Implemented by:

It is highly recommended to consult additional information to fully grasp the extent of the law and e.g. visit the official website of the law, as it includes e.g. templates of Data Processing Agreement, Right to Erasure Request Form and Privacy Policy.

11.5 Dissemination

Dissemination is not an afterthought — it is an essential part of a project's preparation, implementation, and follow-up. Throughout this handbook, we have referred to the concept of *impact* (see Chapter 3.2 on programme structure, Chapter 5.4 on defining project objectives, and Chapter 8.2.3 on impact and dissemination). All these elements connect: how you plan your project → how you deliver it → and how you share its outcomes = one coherent line. A good dissemination strategy ensures that your project's results are visible, accessible, and useful to those who can benefit from them and to those who make decisions about future funding or practice.

How are results to be shared **concretely**: e.g. "*the partners´ own websites, local industry partners, and specifically organised info sessions*"

Even the best project can lose its value if nobody hears about it. Erasmus+ funding aims to create change not just for participants and partners, but for the wider community. That means you need to think early about who you want to reach, why they should care, and how you can best reach them.

Without dissemination, your project ca not achieve real impact — because impact depends on people *outside the consortium* knowing, using, or building on your results.

What change has been achieved **concretely**: e.g. "*improved diagnostic and repair skills in practical assessments*"

Start by identifying which level you realistically want to reach:

Level	Focus	Examples
Individual	Learners, staff, or teachers directly involved	Sharing testimonials, internal presentations, feedback workshops

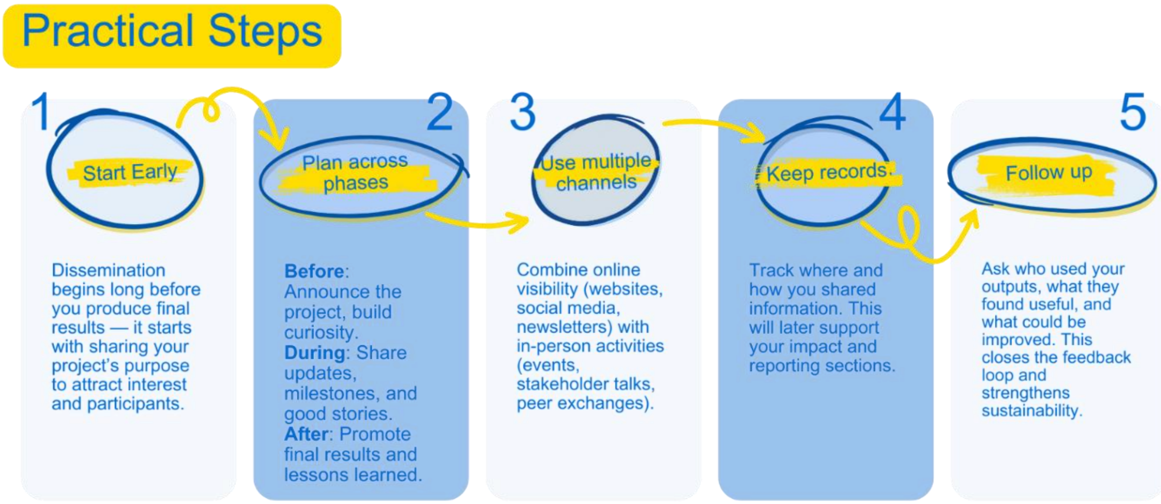
Local / Community	Local schools, VET providers, chambers, local government	Presentations, local press, stakeholder meetings, flyers, open events
National	Policy bodies, professional associations, national networks	Conferences, national newsletters, sectoral events, case studies
European / International	Peer organisations abroad, European networks, policy actors	EPRP publication, European fairs, thematic seminars, academic papers

Smaller projects may focus on the **individual or local** level, while larger cooperation projects can aim for **national or international** visibility. The key is **proportionality**: your dissemination ambition should match your project's size, scope, and resources, because any dissemination endeavour is only effective if it fits your **target group's habits and preferences**.

Ask yourself: how does this audience usually get information?

- If your learners or teachers are offline most of the time, a polished project website might not reach them.
- If your sector communicates face-to-face, attend fairs, conferences, or professional association meetings social media might not reach them.
- If your target group reads professional journals, consider writing a short article or participating in a panel discussion, because relying on EPRP alone might not reach them.
- If you work in a community where word of mouth matters, focus on personal outreach and existing networks, because articles in journals might not reach them.

A website or social media channel can still play a role but only if they are actively maintained and updated regularly. An inactive website at the end of a project does not count as sufficient dissemination; it is just digital storage.



This being said. "proactive" dissemination does not mean bigger or louder, it means strategic and consistent. It is about engaging people in meaningful ways rather than ticking a box. Trust your and your staff's experience — they already know how your clients, learners, or sector peers communicate. Build your strategy around what already works in your context.

Bigger is not better — *better is better.* Focus less on scale and more on reaching the right people in the right way. A conversation that inspires one school to adopt your method can be more valuable than a thousand unread clicks on a project website.

11.6 Outputs & Results

When it comes to tracking outputs and results, two things are absolutely essential:

1. Know what you want to achieve, and
2. Decide how and what you will measure — from the very beginning.

Many organisations make the mistake of leaving monitoring until after implementation, assuming they can "look it up online later." That rarely works, with the projects partially running several years and one might forgets where they have presented, who they met and presented the project to, or what was posted when. Information gets lost, memories fade, and results become harder to prove. Good tracking starts on day one.

So before launching any activities, take time to discuss — and write down — your project's intended impact. Ask simple questions:

- What exactly do we want to achieve?
- Who or what should change as a result?
- How will we recognise success when we see it?

These questions help align everyone's understanding of the project's purpose — including partners who might interpret the objectives differently. At the end of the day: if the person writing the application cannot clearly explain what the project is meant to achieve, it will also not come across clearly to assessors or participants.

A SIMPLE STARTING POINT

A useful exercise at the very beginning is the [Impact Exercise] originally developed by the former UK National Agency in cooperation with the Slovenian NA. It can be used as a discussion tool during your project's planning phase.

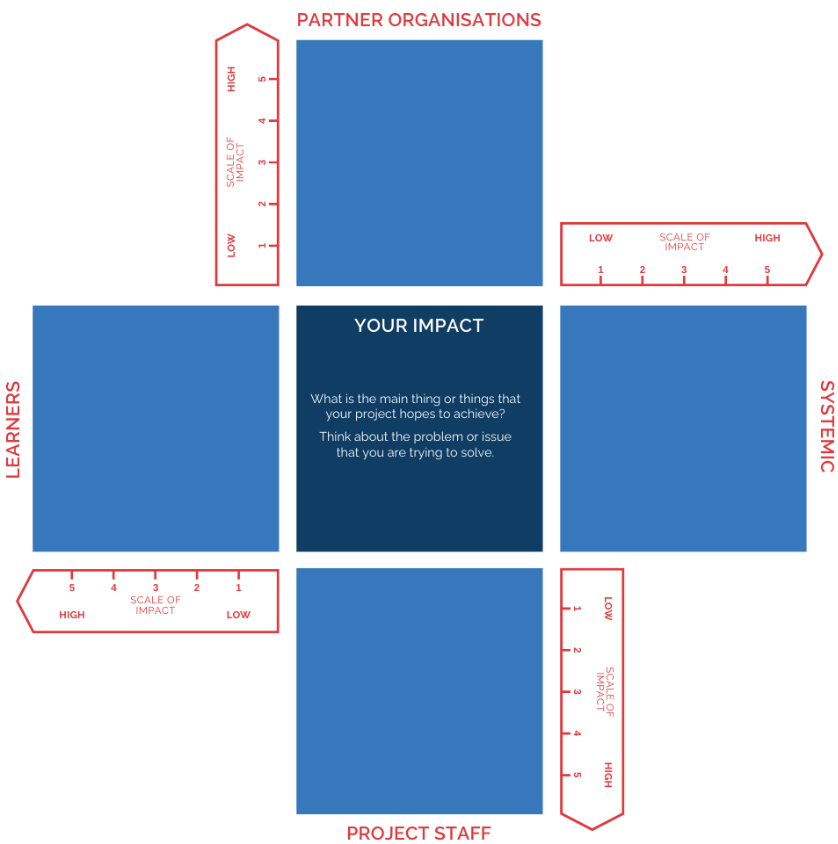


Image Source: British Council, Ecorys UK, funded by ERASMUS+

At its core, you write the one main goal of your project in the centre of a page, then reflect on how this goal might affect four main areas of impact:

1. **Partner organisations** – internal development, cooperation, capacity building

2. **Learners / participants** – competences, confidence, employability
3. **Project staff** – professional growth, teamwork, motivation
4. **Systemic or community level** – policy, practice, or wider networks

Discuss each area openly with your team and partners, as this often reveals implicit assumptions — or disagreements — about what the project is really about.

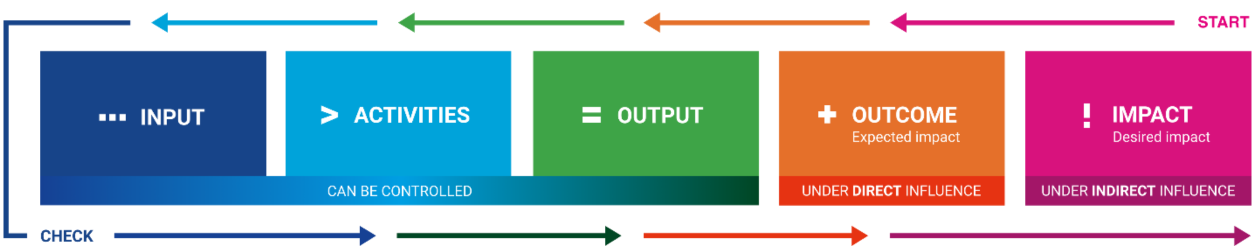
Once you have identified which areas your project aims to influence, think about **how you will observe change**. Which indicators would show that your target has been achieved? They can be **quantitative** (number of participants trained, materials produced, events held) or **qualitative** (feedback, testimonials, observed behaviour change). Assign responsibility for tracking each indicator or all, to a specific partner or staff member.

Over time, this will allow you to monitor whether your outputs and results are

- fully achieved,
- partly achieved, or
- not yet achieved — and to adjust your approach accordingly.

A LINEAR PATHWAY

A more detailed model, developed by the Dutch National Agency, visualises the project logic in a linear way:



It helps you think in cause-and-effect terms:

- *Inputs* are your resources (funding, time, expertise).
- *Activities* are what you do with them (training, meetings, development).
- *Outputs* are what you produce (tools, materials, events).
- *Outcomes* are what changes as a result (skills, knowledge, connections).
- *Impact* is the broader, long-term difference (at organisational, regional, or sectoral level).

This model includes guiding questions for each stage and can help you design indicators once your project plan becomes more detailed. It is particularly useful for cooperation projects (KA2) where impact tracking must be explained in the application and demonstrated in reports.

You can use either model, or even a mix of both, depending on your project's complexity. The key is not the tool itself but the **discipline of tracking from the start**. It will make reporting much easier later — especially for the interim and final reports discussed in the next chapter.

Tracking is not bureaucracy; it is storytelling with evidence! If you record small signs of progress along the way, you will have all the proof you need when the reporting deadline comes — without the stress of reconstructing it months later.

12 Monitoring, Reporting & Follow-up

With the 2026 Erasmus+ call offering an estimated budget of over €5 billion, the programme funds a wide range of projects — but all of that funding comes from public money. For that reason, every project must demonstrate that activities are progressing according to plan, according to rules, and according to the Erasmus+ Quality Standards. The different project reports are how the European Commission and National Agencies verify this. So while implementing your Erasmus+ project, you will need to continuously monitor and report on progress.

This process should start from the very beginning and only not after implementation. Tracking your progress early ensures that reporting later becomes a structured summary rather than a stressful reconstruction.

12.1 Participant Feedback for KA1

Participant feedback for Erasmus+ KA1 VET mobility highlights improved professional, language, and digital skills, alongside increased motivation and a stronger sense of European identity.

Key aspects of participant feedback and evaluation include:

Skill Development: Learners and staff report acquiring new, practical skills relevant to their vocational field, improving their employability, and enhancing their understanding of international practices.

Mobility Experience: Feedback focuses on the quality of training, support from both sending and receiving organizations, and the recognition of learning outcomes through tools like Europass Mobility.

Impact on Participants: Participants often note increased confidence, improved language abilities, better intercultural awareness, and a greater understanding of diversity.

Feedback Mechanism: The mandatory post-mobility report covers satisfaction levels, but some feedback indicates the questionnaires are too complex, using too much EU jargon for VET learners.

Environmental and Digital Focus: Recent feedback requests (2022-2023) place increased emphasis on how the mobility has influenced the participant's awareness of sustainability and digital competencies.

The feedback is essential for assessing the impact on the quality of vocational training and is used to measure the overall success of the Erasmus+ KA1 project. Participant feedback for the Erasmus+ KA1 VET mobility form is usually provided by the Receiving institution to be filled in by mobility participants.

12.2 Progress, Interim & Final Reports for KA2

For KA2 progress and interim reporting serves three main purposes confirming that the project is on track, determining whether further funding instalments can be released, and providing constructive feedback to help you correct or improve implementation early, before problems escalate.

In some Key Action 2 projects, you will be asked to submit more than one report, such as a Progress Report, an Interim Report, and a Final Report at the end of the project. This structure is linked to the project's funding schedule. Since projects usually receive a pre-financing payment at the start, a second instalment after a interim report has been approved, and a final payment after successful completion and reporting of the overall project.

For KA2 projects, all reporting takes place in the Funding & Tenders Portal, which is the same portal used to submit applications and manage project contracts.

Within the portal, one can:

- See upcoming reporting deadlines.
- Access the online reporting form for each stage.

- Enter data step by step — the system automatically tracks the progress (for example, "65% complete").
- Save drafts and return later.
- Submit the report once it is completed.
- Receive confirmation once the report has been accepted and closed by the National Agency or the European Commission.

If any issues arise, the project may receive short feedback or recommendations from the Agency or an external expert. This feedback is a support measure to help ensure the project continues according to the application.
In essence the messages might state "Everything is on track — continue as planned.", "Pay attention to this area; it could cause delays later.", or "Please adjust this part of implementation before the next payment can be released."

Either way the reporting is more of a safety net, than a control mechanism, helping both – the project and the Agency – to identify issues early and maintain quality and compliance.

PRACTICAL TIPS FOR SMOOTH REPORTING

1. **Keep your data current.**

   You can enter information into the portal throughout the project — after meetings, training events, or milestones.

   This approach spreads the workload and prevents end-of-project panic.

2. **Collect evidence as you go.**

   Gather and safely store:

   - Travel and accommodation receipts,
   - Timesheets or working-hour records,
   - Subcontracting or service agreements, and
   - Any deliverables or meeting minutes.

Losing these documents later can delay payments or trigger audit issues.

3. **Be realistic about scale.**

   For smaller KA2 projects, reporting will be simpler and less detailed. For larger, multi-country partnerships, expect more data and narrative to support your results.

4. **Use your tracking system.**

   As discussed in Chapter 11.5, use your output-tracking table or impact model as a guide.
   The same indicators you track internally are the ones you will later describe in your reports.

5. **Do not wait until the last day.**

   The Funding & Tenders Portal can slow down during peak submission periods. Upload reports and attachments a few days early to avoid technical issues.

Overview of KA2 Reporting Timeline and Payments

Report Type	Approximate Timing	Purpose	Linked Payment / Action
Progress Report	Around 6–9 months after project start (varies by contract)	Confirms that the project has been launched correctly, that partners are active, and that initial results are on track.	May influence confirmation of continued eligibility; sometimes required before minor budget adjustments.
Interim Report	Around mid-term (usually at 50–60 % of project duration)	Provides evidence of implementation, spending, and outputs produced so far. Demonstrates sufficient progress for further funding.	Triggers second pre-financing payment once approved by the National Agency or EACEA.
Final Report	Within 60 days after project end (deadline defined in Grant Agreement)	Summarises full implementation, outcomes, and impact; includes complete financial report and dissemination overview.	Triggers final balance payment (remaining grant amount after assessment).

! Timelines differ between National Agency and EACEA-managed projects. Always check the specific Grant Agreement and the reporting schedule in the Funding & Tenders Portal.

12.3 Audits

In comparison to progress or final reports, audits are a formal control measure carried out by the National Agency or the Executive Agency. They are designed to verify whether your project has been implemented in line with:

- the Erasmus+ Programme rules and regulations,
- the Grant Agreement you signed, and
- the application and objectives you originally committed to.

Audits are conducted either by the NAs themselves or by external auditors appointed for this task. They can take place online (remote audit) or on-site at your organisation. The frequency and sample size of audits vary by Key Action, project type, and call year. Only a small percentage of projects are selected, but every project must be ready in principle. An audit goes into more detail than a report. Its main focus is on whether:

- funds were used lawfully and according to Erasmus+ financial rules,
- activities and results match the approved application, and
- documentation is available to prove what has been implemented.

This includes verifying that:

- all travel, accommodation, and subsistence expenses can be justified with invoices and tickets,
- all subcontracts or external services (room rental, web design, app development, external trainers, etc.) are supported by valid contracts and proof of payment,
- all project meetings actually took place (with agendas, attendance lists, and minutes),
- all project results (handbooks, games, workshops, learning tools) exist in the form and quality described in the application, and
- all staff involved are legally affiliated with the participating organisations.

Auditors also check compliance with the co-funding principle. Erasmus+ grants are a contribution, not full cost coverage. You may be asked to show how your organisation contributed its own resources — for example, staff time not fully paid from the project, use of office space, computers, or equipment. These elements are part of the implicit co-funding expected from all beneficiaries.

It makes little sense to “prepare for an audit” from day one. However, it does make sense to establish good record-keeping habits from the start. If you consistently collect and store documentation during implementation, you will already be ready for an audit if one comes.

Recommended practices:

- Keep **timesheets** or internal timetables for staff working on the project.
- Store **all travel receipts, tickets, and invoices** in one shared folder.
- Keep copies of all **project results** and deliverables.
- Save **meeting agendas, minutes, and attendance lists**.
- Document any **communication with partners** about changes or clarifications.
- Retain **signed contracts and subcontracting agreements** in digital or paper form.

If your project is selected for audit, you will receive advance notice (usually several weeks), and detailed instructions on which documents to provide and how. For on-site visits, auditors will tell you which materials must be available and how to prepare your workspace. There is no need for panic — audits are standard procedures, not accusations. Their purpose is to ensure transparency and learning, not punishment.

Think of documentation as a parallel project output. Keeping clear evidence of activities, results, and spending will make audits, reports, and even future applications much easier.

12.4 Using lessons learned

One of the most valuable — yet most overlooked — stages of any Erasmus+ project is what happens after it ends. Reporting and audits may close the administrative chapter, but the learning continues beyond the final report. Taking a few hours for structured reflection can save time, money, and frustration in the next project cycle — or even improve the organisation’s day-to-day work.

Once a project is finished, it is tempting to move straight on to new ideas. But every project produces insights — about the team, the partners, the tools used, and processes. A short internal meeting, even just two hours long, can reveal what worked well, what caused challenges, and what could be done differently next time. The goal is not to dwell on mistakes, but to capture lessons learned before they fade from memory.

Most of the information needed already exists. Throughout the project, one might have collected feedback through partner surveys after on-site meetings, participant questionnaires (especially in KA1 mobility projects), and comments or recommendations from the NA or EACEA in reporting feedback.

Reviewing these sources together can provide an extensive picture of how the project was perceived and where it delivered the most value. Sometimes the best insights are hidden in the short comments sections of interim reports or evaluation forms. Even if your organisation has no plans to apply again soon, this reflection still matters.

Ask your team:

- Which tools or systems worked and which did not? E.g. if your team never warmed up to a project management tool, stop paying for it.
- Which workflows or communication methods made collaboration easier?
- Did any project partner use an approach that is worth adapting for us internally?
- How can we improve our use of resources, meetings, or documentation next time?

Such reviews can improve internal efficiency and decision-making — even outside the Erasmus+ context.

If you plan to apply again, the lessons become even more valuable. Use your feedback and reporting data to strengthen the next application by showing evolution and reflection or to adjust your partnership. You will also be in a great position to improve the project design by building on tested approaches or addressing previously identified challenges as well as reuse or adapt communication materials that engaged learners or partners effectively. Projects that demonstrate learning and adaptation between calls gain credibility in their writing and might score higher in quality assessments.

Some projects receive an additional recognition as a Good Practice Example by the National Agency or the European Commission. Projects awarded this label are featured more prominently in the Erasmus+ Project Results Platform, making them visible to future applicants searching for inspiration. Even if your project is not selected, you can still share your own lessons publicly (through events, blog posts, or newsletters) to build your reputation and network.

After closing a project, block two hours for a “lessons learned” meeting. Bring the final report, feedback surveys, and a coffee. Discuss openly: what worked, what did not, and what you would change. You will be surprised how much wisdom your team already holds and how directly it feeds into stronger, smarter applications.

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14 Annexes

14.1 Annex I – Internal Readiness Checklist for Organisations

Додаток I – Внутрішнє оцінювання готовності організації

Purpose / Мета:

Use this checklist to assess whether your organisation is ready to develop and submit an Erasmus+ project application. Tick each item once completed and note any follow-up actions needed.
Використовуйте цей список, щоб оцінити готовність вашої організації до розробки та подання заявки на програму Erasmus+. Позначайте кожен пункт після виконання та запишіть заплановані дії.

Organisation name	Назва організації	______________________________
Date of assessment	Дата оцінювання	______________________________
Assessed by	Оцінив керівник/а або координатор	______________________________

Administrative Readiness / Адміністративна готовність

☑	**Requirement / Вимога**	**Comments / Коментарі**
☐	Valid EU Login account created / Створено дійсний обліковий запис EU Login	
☐	Organisation registered with valid OID / PIC / Організацію зареєстровано (дійсний OID або PIC)	
☐	Contact and Legal Representative assigned / Визначено особу для зв'язку та юридичного представника	
☐	Legal Entity & Financial Identification forms prepared / Підготовлено форми юридичної особи та фінансової ідентифікації	

Legal & Data Protection Compliance / Правові аспекти та захист даних

☑ **Requirement / Вимога**	**Comments / Коментарі**
☐ Staff understand GDPR principles (lawfulness, fairness, transparency) / Персонал розуміє основні принципи GDPR	
☐ Data storage and deletion procedures defined / Процедури зберігання та видалення даних визначені	
☐ Partners informed about data secrecy / Партнерів поінформовано про конфіденційність даних	
☐ Secure storage & EU-compliant platforms used / Дані зберігаються безпечно, використовуються платформи, що відповідають GDPR	

Strategic Readiness / Стратегічна готовність

☑ **Requirement / Вимога**	**Comments / Коментарі**
☐ Motivation for Erasmus+ participation defined / Записано мотивацію до участі в Erasmus+	
☐ Management approval obtained / Отримано підтримку керівництва	
☐ Project aligns with institutional strategy / Проект відповідає стратегії організації	
☐ Partners mapped or contacted / Визначено потенційних партнерів в Європі	

Operational Capacity / Операційна здатність

☑ **Requirement / Вимога**	**Comments / Коментарі**
☐ Project coordinator & backup assigned / Назначено координатора та заступника	
☐ Experience in managing projects / Досвід у реалізації проектів наявний	
☐ Financial management capacity / Здатність вести бюджет і звітність	
☐ Staff time allocated / Виділено ресурси і час для координації	

Participant Selection & Preparation / Відбір та підготовка учасників

☑ **Requirement / Вимога**	**Comments / Коментарі**
☐ Transparent selection criteria / Прозорі критерії відбору	
☐ Preparatory activities planned / Заплановано підготовчі заходи	
☐ Inclusion support for disadvantaged groups / Забезпечення підтримки вразливих груп	

For detailed phase-by-phase requirements applicable during mobility implementation, refer to Annex V.

14.2 Annex II – Self-Assessment Before Submission

Додаток II – Самооцінювання перед поданням заявки

Purpose: Use this self-assessment to review your Erasmus+ application before submission. It helps ensure coherence, completeness, and compliance with programme expectations. Ideally, have someone not involved in writing the proposal complete this checklist for an objective review.

Мета: Використовуйте цю самооцінку для перевірки вашої проєктної заявки Еразмус+ перед поданням. Це допоможе забезпечити послідовність, узгодженість, повноту та відповідність вимогам Програми. Бажано, щоб цю самооцінку заповнила особа, яка не брала участі у написанні пропозиції, для об'єктивної перевірки.

Project title	Назва проєкту	______________________________
Assessed by	Оцінив/ла	______________________________
Date	Дата	______________________________

A. Alignment & Relevance / Відповідність і релевантність

☑	Question / Питання	Comments / Коментарі
☐	Does the project clearly fit at least one Erasmus+ priority (horizontal or national)? / Чи проєкт чітко відповідає хоча б одному пріоритету Erasmus+ (горизонтальному або національному)?	
☐	Is the chosen field (VET, ALE, Youth, etc.) appropriate for the main target group? / Чи правильно обрано напрям (професійна освіта, освіта дорослих, молодь тощо) відповідно до основної цільової групи?	
☐	Does the project respond to a real, evidence-based need? / Чи відповідає проєкт реальній, справжній потребі?	

B. Design Logic / Логіка проєктування

☑	Question / Питання	Comments / Коментарі
☐	Is there a clear link between needs → objectives → activities → outputs → impact? / Чи є чіткий зв’язок між потребами → цілями → заходами → результатами → впливом?	
☐	Are methods and approaches suitable for achieving the objectives? / Чи методи та підходи підходять для досягнення поставлених цілей?	
☐	Is the schedule realistic and logically structured? / Чи є графік реалістичним і логічно структурованим?	

C. Team & Cooperation / Команда та співпраця

☑	Question / Питання	Comments / Коментарі
☐	Do partners have relevant experience and sufficient capacity for their roles? / Чи партнери мають відповідний досвід і достатню спроможність для своїх ролей?	
☐	Are responsibilities and communication routines clearly defined? / Чи чітко визначено обов’язки та комунікаційні процедури?	
☐	Is the project scale proportionate to the consortium’s experience? / Чи відповідає масштаб проєкту досвіду консорціуму?	

D. Budget & Resources / Бюджет і ресурси

☑	Question / Питання	Comments / Коментарі
☐	Are all budget lines linked to concrete activities or outputs? / Чи всі статті бюджету пов’язані з конкретними заходами або результатами?	

☑	Question / Питання	Comments / Коментарі
☐	Does the project show cost-effectiveness and justified use of funds? / Чи продемонстровано ефективне та обґрунтоване використання коштів?	
☐	Are co-funding and in-kind contributions acknowledged? / Чи зазначено власний внесок і нефінансову підтримку (in-kind)?	

E. Impact & Dissemination / Вплив і поширення результатів

☑	Question / Питання	Comments / Коментарі
☐	Are impacts described at individual, organisational, and wider levels? / Чи описано вплив на індивідуальному, організаційному та ширшому рівнях?	
☐	Is there a concrete plan for dissemination with audiences and channels defined? / Чи є конкретний план поширення результатів з визначеними цільовими групами та каналами?	
☐	Are sustainability measures credible and proportionate to project scale? / Чи є заходи зі сталості реалістичними та відповідними масштабу проєкту?	

F. Inclusion & Environmental Responsibility / Інклюзія та екологічна відповідальність

☑	Question / Питання	Comments / Коментарі
☐	Are inclusion measures for participants with fewer opportunities integrated? / Чи інтегровано заходи підтримки для учасників з обмеженими можливостями?	

☑	Question / Питання	Comments / Коментарі
☐	Are environmentally friendly and green travel options considered? / Чи враховано екологічно чисті варіанти подорожей і переміщень?	

G. Quality Assurance & Risk Management / Забезпечення якості та управління ризиками

☑	Question / Питання	Comments / Коментарі
☐	Are there clear quality control mechanisms or indicators? / Чи є чіткі механізми або індикатори контролю якості?	
☐	Are potential risks identified with mitigation strategies? / Чи визначено потенційні ризики та стратегії їх мінімізації?	

H. Compliance & Data Protection / Відповідність і захист даних

☑	Question / Питання	Comments / Коментарі
☐	Are GDPR principles addressed and procedures defined? / Чи враховано принципи GDPR та визначено процедури?	
☐	Are all required declarations and ethical safeguards included? / Чи включено всі необхідні декларації та етичні заходи безпеки?	

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16 ## I. Evidence & Annexes / Докази та додатки

☑	Question / Питання	Comments / Коментарі
☐	Are all annexes and supporting documents complete and up to date? / Чи всі додатки та підтверджувальні документи повні й актуальні?	
☐	Are partner CVs or profiles consistent with described roles? / Чи відповідають резюме або профілі партнерів їхнім описаним ролям?	
☐	Are project data (OID, budget, timelines) consistent across all forms? / Чи узгоджені дані проєкту (PIC, OID, бюджет, графік) у всіх формах?	

16.1 Annex III – Impact Exercise

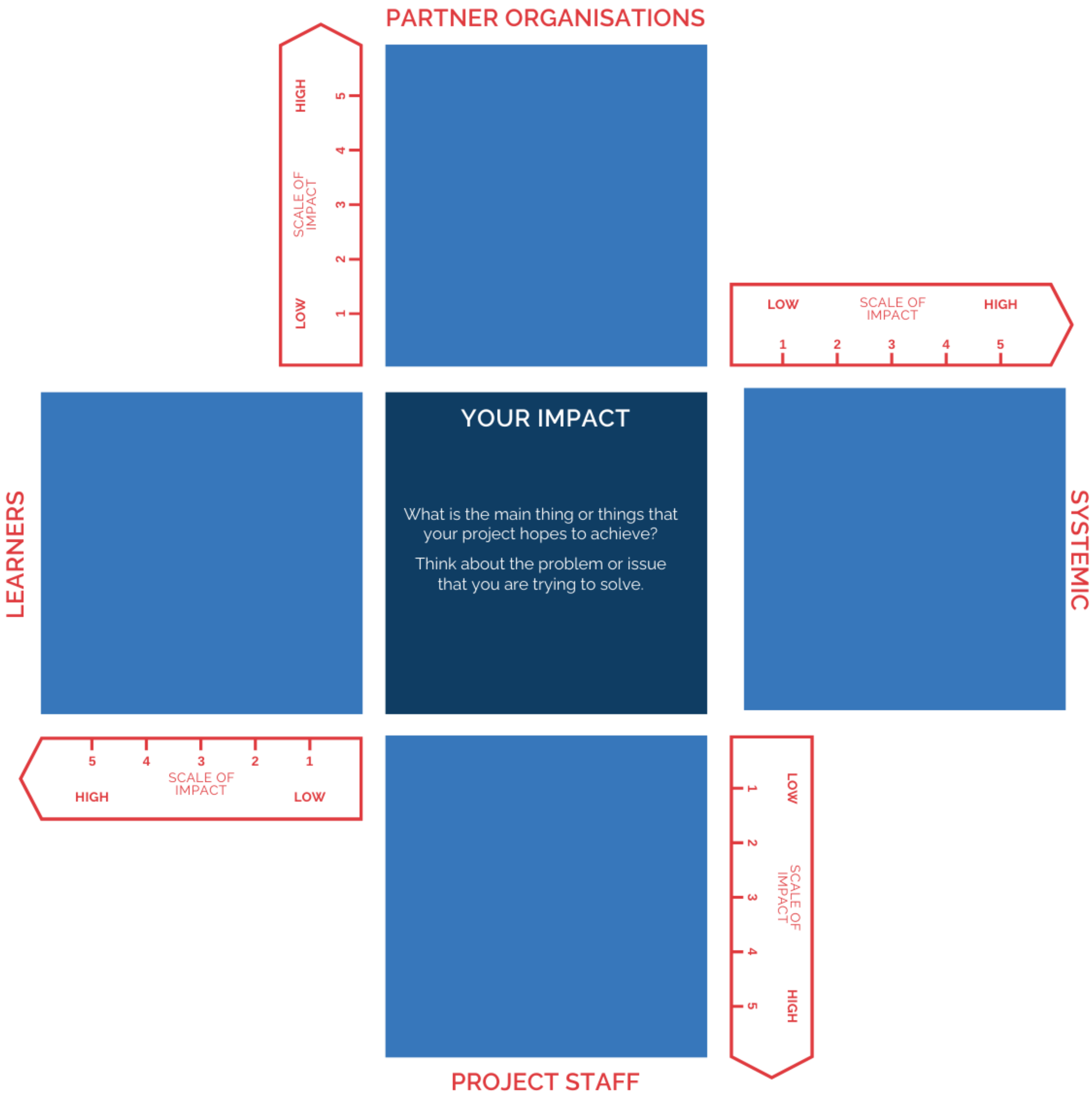

Image Source: British Council, Ecorys UK, funded by ERASMUS+

16.2 Annex IV – Impact Tool

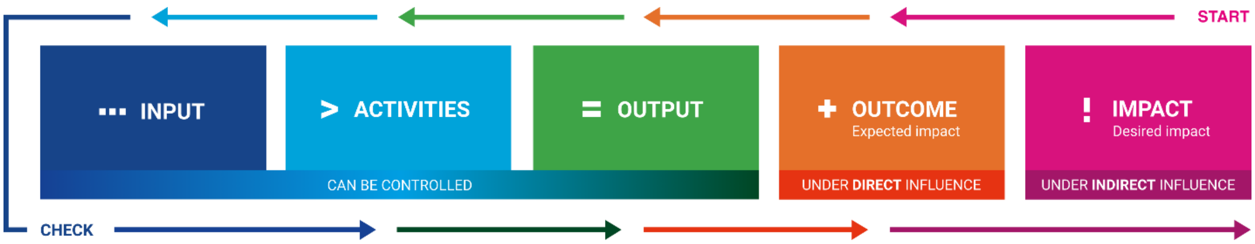

Image Source: British Council, Ecorys UK, funded by ERASMUS+

16.3 Annex V – Practical Checklist for Erasmus+ Mobility Quality Standards (KA1)

This checklist helps organisations verify that planned mobility activities comply with the Erasmus+ Mobility Quality Standards. It can be used during planning, preparation, implementation, and reporting.

A. Before Mobility

Requirement	Comments
☐ Transparent and fair participant selection process is defined and documented	
☐ Learning agreements are drafted with clear expected outcomes and host tasks	
☐ Linguistic, cultural, practical, and safety preparation is planned	
☐ Travel, visas, insurance, and emergency arrangements are confirmed	
☐ Host organisation responsibilities are agreed in writing	
☐ GDPR-compliant collection and storage of participant data is ensured	

B. During Mobility

Requirement	Comments
☐ Host mentor provides supervision and daily support	______________________
☐ Communication routines between coordinator and host are maintained	______________________
☐ Progress, attendance, and learning tasks are documented	______________________
☐ Issues are addressed promptly and recorded if adjustments are needed	______________________

C. After Mobility

Requirement	Comments
☐ Learning outcomes are validated and documented	______________________
☐ Europass Mobility (or equivalent) is completed and issued	______________________
☐ Participant reintegration activities are carried out (sharing results, reflection)	______________________
☐ Beneficiary Module entries and uploads are completed	______________________
☐ Financial reporting is consistent with the grant agreement	______________________
☐ Internal review is carried out to improve next mobilities	______________________