

# Erasmus+ accreditation – good practices of organisations and consortia

**Report on good practices identified in the Erasmus+ accreditation applications of general education and adult education organisations and consortia. The purpose of the report is to support organisations that are planning to apply for accreditation, to bolster efforts to develop the activities in organisations and consortia that have already been granted accreditation, and to advance advisory work on Erasmus+ accreditation and quality work related to Erasmus+ activities.**

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In Erasmus+ programme period 2021–2027, general education and adult education organisations and consortia can apply for Erasmus+ accreditation and transition in their mobility activities from individual projects to planned, multiannual and strategic internationalisation activities. Erasmus+ accreditation offers opportunities for long-term learning mobility and supports European organisations and consortia involved in lifelong learning.

An organisation applying for Erasmus+ accreditation must draw up an Erasmus Plan in which it describes the implementation of its mobility activities. This plan has three parts: objectives, activities, and management and resource planning. The applicant must commit to quality standards that define common guidelines for organisations and consortia participating in the programme in Europe. This report examines applicants have addressed the priorities and quality standards of programme period 2021–2027 in their Erasmus Plans, as well as which operating models they use to meet Erasmus+ quality criteria. Applications are evaluated according to the criteria of the Erasmus+ program guide. The National Agency, which operates within the Finnish National Agency for Education, trains the evaluators.

A precondition for Erasmus+ accreditation is that the organisation's or consortium's mobility

activities contribute to achieving the broader objectives of the action. The mobility activities are linked to the organisation's or consortium's needs and goals, ensuring that they benefit the organisation and its staff as well as learners, regardless of whether they participate in mobility activities or not.

This report describes the objectives that general education and adult education organisations and consortia that applied for accreditation in 2020 and 2021 set for their Erasmus+ activities, and examines how applicants intend to monitor and measure their objective achievement and the success of their activities.

## Erasmus+ accreditation application

Organisations and consortia applying for accreditation must comply with common Erasmus+ quality standards. The purpose of these standards is to ensure that all participants gain good mobility experiences and learning outcomes as well as to contribute to achieving the programme's objectives. The quality standards are part of the accreditation award criteria. Applicants are expected to follow the principles of inclusion and diversity in all activities and ensure that all participants have equal opportunities for taking part.

Sustainable and responsible activities and sustainable modes of travel should be promoted as much as possible when tapping the financing

provided by the programme. The opportunities for internationalisation at home should be taken into account when preparing the internationalisation strategy and its operations. The participants are expected to use digital tools, online platforms and digital learning methods to complement physical mobility and promote cooperation with partner organisations.

Organisations and consortia should be active members of the Erasmus+ network across a broad front and participate in exchanges of good practices and joint activities organised by the National Agencies or other organisations. Experienced actors should share their knowledge and know-how with other participating organisations and consortia with less experience of the Erasmus+ programme and offer them advice, mentoring or other support.

Good administration of mobility activities is required of applicants for Erasmus+ accreditation. Core tasks cannot be delegated to other organisations. Core tasks include financial management of the programme, liaising with the National Agency, reporting on completed measures, and making any decisions that directly affect the content, quality and results of the programme. Applicants for accreditation may request other organisations for advice, assistance or services, provided that the applicants monitor the content, quality and results of the completed measures.

### **Erasmus+ accreditation applications in 2020 and 2021**

In 2020, a total of 11 adult education and 69 general education actors applied for Erasmus+ accreditation. Of these, two adult education and 14 general education actors submitted their applications as consortia. Accreditation was granted to seven adult education organisations and two consortia. In general education accreditation was granted to 39 organisations and 11 consortia.

In 2021, a total of ten adult education and 58 general education actors applied for Erasmus+ accreditation. All applicants in the adult education sector were individual organisations. Eight general education applicants submitted an Erasmus+

accreditation application as consortia and 50 applicants as individual organisations.

Accreditation was granted to six adult education organisations. In general education accreditation was granted to 44 organisations and six consortia.

### **Internationalisation plans and strategies**

Of the adult education actors that applied for accreditation in 2020 and 2021, 50% attached to their applications the organisation's or consortium's internationalisation plan or strategy. For general education, this figure was 60%.

For most general education organisations and consortia, the internationalisation strategy attached to the Erasmus+ accreditation application was the applicant's first one of its kind. The internationalisation strategies attached to the applications were different, and their scopes varied. There was also a wide range of different applications and applicant organisations. The applicants' situations and operating environments vary. Defining the strategic policies and priorities clearly and setting concrete objectives bring added value to the Erasmus+ accreditation applications. The measures selected in order to achieve the objectives must be linked to goals arising from the organisation's or consortium's needs. One of the general education organisations applying for Erasmus+ accreditation illustrated the link between mobility and the curriculum as follows.

*"Pupil exchanges are like multidisciplinary learning modules based on the curriculum. On a single trip, the pupils learn a variety of skills that they would learn in many different subjects in the classroom."*

Clearly defined and concrete objectives selected to respond to the needs are an advantage. The indicators used to measure the attainment of objectives must be selected carefully, ensuring that they measure objective achievement in concrete terms.

Describing the opportunities, methods and means of sustainability and digital cooperation as concrete and practical operating methods is useful. Adult education organisations and consortia applying for Erasmus+ accreditation described their ways of

grasping the opportunities offered by sustainability and digital transformation in mobility as follows:

*"Some of the mobility content is delivered as an online implementation, and not all learning related to mobility requires travel. Surface travel is used for mobility whenever possible, and efforts are made to avoid flying. Teachers participating in mobility are aware of the climate impacts of travel when making their travel plans."*

*"We are aware of the fact that international activities are not only about mobility."*

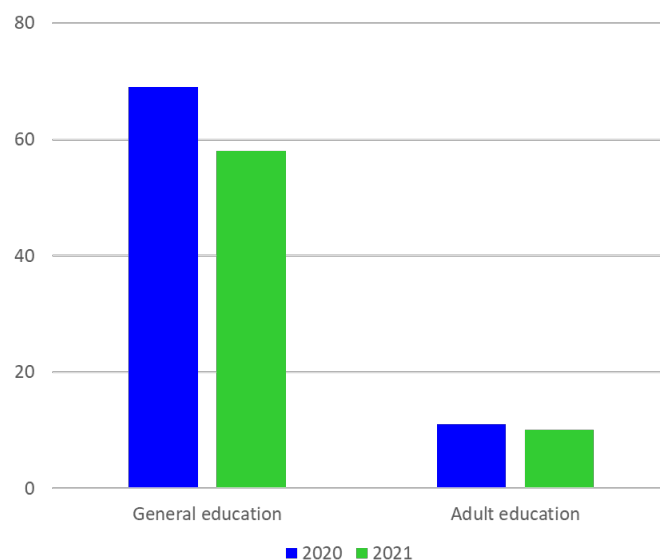
*"When planning the projects, we take their environmental impacts into account. Regardless of the theme, one of the goals in all projects is to make the schools' activities more ecological and to increase students' awareness of ecological aspects. Sustainability is also taken into account in the agendas and output of project meetings. Environmental responsibility is also stressed to project partners from the outset, and a common policy is drawn up on how sustainability is taken into account in all activities. Ecological modes of travel are used when attending project meetings and training as much as possible."*

*"Learning opportunities related to digital transformations should be brought close enough to those who need them, offer low-threshold digital guidance, reach target groups better, and find pedagogical solutions for different groups. In addition, integrating digital skills teaching into all instruction and developing teachers' skills require new competence and provide opportunities for international cooperation."*

*"We avoid unnecessary travel, which is why we link the students' goals to the curriculum and, for the part of the staff, to development. Where possible, we use more climate-friendly modes of travel and work digitally."*

It makes sense for the applicants to involve the whole community in preparing their applications, ensuring that the application describes a common view formulated systematically and with leadership. The application must clearly define the changes in the activities that the project aims for and set out the measures and resources needed to achieve the objectives as well as monitor project implementation and ensure that the selected measures promote the attainment of the set objectives.

### Erasmus+ accreditation applications in 2020 and 2021



**Figure 1. Erasmus+ accreditation applications in 2020 and 2021.**

### Good practices in internationalisation plans and strategies

When applying for Erasmus+ accreditation, the organisation or consortium must decide the following:

- What is the aim of internationalisation?
- Why is internationalisation worthwhile for the organisation or consortium?
- What added value does internationalisation bring to the applicant?

The Erasmus+ plans of those who have received accreditation are consistent and compatible with the organisation's experience and goals. Preparation and planning have been done in collaboration, and the entire community is engaged in preparing it. Mobility brings real benefits to the organisation or consortium and is based on the actor's needs. Erasmus+ accreditation applications contain concrete descriptions of planning, engagement and participation driven by one's needs.

*"We have regularly reviewed the school's needs and started building our projects on this basis. Teachers from different subject groups have been involved in the discussions to ensure that the needs of the subjects are also addressed."*

*"In order for students to benefit as much as possible from their international competence, it must be made visible to the students themselves, teachers and the world of work."*

An effective application sets concrete, realistic and measurable goals for the Erasmus+ plan in keeping with Erasmus+ priorities. The Erasmus+ plan specifies where indicator data will be obtained from, how they will be collected, who is responsible for collecting them, and how, where and when the indicator data will be processed, reported and evaluated to enable the formulation of further measures. Organisations and consortia whose internationalisation strategies are closely linked to the foundations of their work are able to make their objectives and mobility plans visible in the curriculum. The following is an example taken from a general education consortium's application describing how internationalisation was integrated into the curriculum.

*"Internationalisation is also visible in the curriculum. To build an internationalisation path, the consortium's joint curriculum work is needed that is present in the everyday life of several teachers while it translates the meaning of international competence into concrete terms for the teachers. Building a common element for the internationalisation path with secondary schools helps to step up cooperation with them, making the transition phase easier for students on practical terms. The internationalisation path will also be used as a practical marketing tool for guidance counsellors and parents' evenings."*

It is important that the work community and management support international activities as part of the organisation's or consortium's daily life. Working as a team makes it possible to share competence and strengthen participation and commitment. The following are some descriptions of practices used by general education applicants to ensure the work community's commitment.

*"The institution's management (board of directors, governors) is actively involved in planning and carrying out mobility projects, as it approves all project plans prepared by the coordinator and staff."*

*"The management participates in the international team's work, at least when it comes to evaluating the activities and planning future development measures. The management is also involved in matters related to the internationalisation path and curriculum work; it generally approves the results of development activities and supports their implementation. The management approves any plans for acquiring new partners and participates*

*in establishing cooperation. The management supports the activities and determines the framework and resources for them. Management representatives also participate in mobility periods as far as possible."*

*"Familiarisation with international activities is an essential part of marketing future mobility periods and inspiring the participants. This way, we present different mobility opportunities to employees in different units of the education and culture sector, who can also opt to join in the international activities. The example set by colleagues is an important factor that motivates participation in international activities."*

Grant recipients must ensure that they provide mobility opportunities inclusively and equally. Below are quotes and examples of applications that address the principles of equality and inclusion:

*"The internationalisation and mobility activities organised by the institution are inclusive and accessible (see the attached international strategy). Every student and staff member of the institution has an opportunity to participate in them, and such problems as dyslexia or other learning difficulties, a diagnosed disability or illness, poor language proficiency or socio-economic status are not obstacles to participation. An effort is always made to engage as many students of the institution as possible in the activities. If there are not enough places for everyone, the selection process is transparent, fair and well justified."*

*"Should they so wish, all members of the work community can participate in mobility. If an educator feels that they would benefit from international experience, training and development work, they have been allowed to register. The theme of the project has been chosen to ensure that all children in the day-care centre can benefit from it, especially disadvantaged children and families, enabling them to get their voices heard, too. Children must receive equal early childhood education and care."*

*"It is vital that everyone interested in participating is in an equal position. When we look for students to participate in projects, special attention and support are given to those who otherwise have no opportunities for internationalisation, for example because of the family's financial situation. Project partners are also informed of this principle when they are selecting participating students. Transparency in selections is important. The students are made aware of the project content and selection criteria in advance."*

*"The participants in some mobility periods can represent different groups of teachers. The idea is that both experienced teachers and their new, less experienced colleagues participate in each mobility period. This ensures that everyone has a chance to participate in mobility trips and development efforts and that many different perspectives are brought to bear on the development work and its results. The participants who will benefit most from*

*the development areas are specified each year. In addition to teaching and guidance staff, they may also include supervisors, support staff, employers and other partners."*

Appointing a steering group for international activities that plans, monitors and evaluates the implementation of the activities is a good practice. To clarify the planning, implementation and evaluation of the activities, a timeline should be prepared for the goals. The activities progress according to the plan, and the plan is systematically monitored by the steering group and the entire work community. The division of labour should be planned and the organisation of activities should be considered as carefully as possible in advance. One consortium applying for accreditation illustrated the selection, monitoring and evaluation of the development areas in its activities as follows:

*"Based on feedback, we consider together how the activities should be developed and what already works well. When selecting development areas, we review the progress made with the Erasmus Plan and draw on the ideas that emerge in training organised by the financing provider and in discussions with other education providers, as well as on general observations on changes in the operating environment, for example on the basis of foresight work."*

## **Communication matters**

Open communication about Erasmus+ project activities within and outside of the organisation or consortium is important. The applicant's networks are used in the activities and planning. Organisations applying for Erasmus+ accreditation

use various tangible methods and tools in internal information activities.

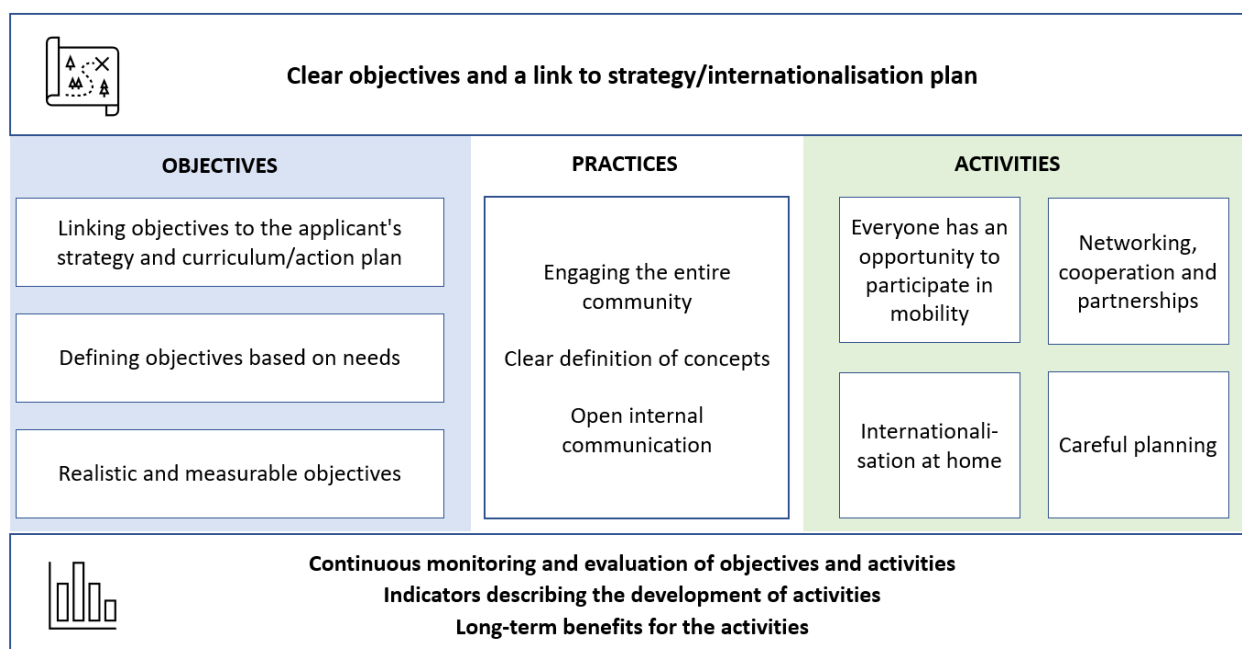
*"Every member of the educational institution's staff has access to all up-to-date documents associated with the activities (guidelines, applications, decisions, interim reports, activity reports) on a shared digital learning platform, which makes following them easy. Information on the programme is also provided at staff meetings, on the internal communication channel, in the school's online newsletter and on social media channels. The institution's management is informed of the activities and their results at Governors' and Board meetings, for example, as well as in the school's online magazine and on social media channels."*

*"The students are informed of the programme and its results by such means as the institution's internal communication channel and tutor classes, at separately organised information events for the entire school, in the school's online magazine and on social media channels."*

*"Disseminating and sharing information about the programme, its progress and the lessons learned as well as its impact has a key role in our other communication and marketing. We prepare a communication plan (including goals, target group, messages, channels) for communicating about the results and progress of the programme. We also use Erasmus networks and communication channels offered by the National Agency in our information activities."*

*"Every week, the responsible officer of each team participates in the pedagogical team meeting. They share information on matters discussed at the meeting with the educators in their child groups. All matters are documented in Teams files so that you can refer back to them. The educators of child groups are assigned tasks relevant to the theme or issue to be developed. The results are shared, enabling us to learn from each other. The lessons learned on mobility periods are put into practice as soon as the teacher returns to work. This allows the others to see in practice what they have learned. Working at a day-care centre is teamwork, which is why we share things and work together. This way, any new things, practices and methods learned are spread widely."*





**Figure 2. Good practices of implementing Erasmus+ mobility periods in accreditation applications submitted in 2020 and 2021.**

## Preparing and drawing up an effective accreditation application

Well planned is half done, and a good plan is helpful in situations where activities need to be adapted to changing circumstances. The goals of the Erasmus+ plan are derived from the vision and linked to the institution's or organisation's strategy, quality system, development programme and curriculum in the preparation phase of the Erasmus+ accreditation application.

*"Curriculum work related to internationalisation must remain a live process to ensure that the curriculum is kept up to date as new internationalisation activities develop, because new modes of operation reflect societal changes and changing competence needs in the world of work and further education."*

The purpose of defining the objectives is to identify relevant themes, priorities and concrete activities

through which the selected objectives can be achieved. The following description of objective definition is a quote from an organisation's Erasmus+ accreditation application.

*"We considered the definition of objectives in connection with work on a new curriculum while we were planning a framework for the internationalisation plan to be appended to the curriculum (attached). When the plan was drawn up, the objectives were translated into a more concrete form, and detail was added to them."*

Well-thought-out key objectives meet the needs of learners and staff in the organisation or consortium. Once attained, the objectives of the strategy create long-term benefits for the activities. The following are examples of selected objectives and their indicators by adult education and general education organisations and consortia that applied for Erasmus+ accreditation.

OBJECTIVE	INDICATOR
<b>Promoting the use of new technologies and innovative teaching methods/ Programming and coding</b>	<p>Progress made towards the objectives will be assessed and monitored by documenting the development of competence and the digital learning environment:</p> <p>1) The participating personnel will complete Swift programming language badges with the Apple Teacher Competence Centre in spring 2022. The certificate obtained from this training will demonstrate the development of vocational competence.</p> <p>2) The participating personnel will plan a module related to programming as part of the institution's ICT study unit. The plan will be added to the local curriculum after the job shadowing period in autumn 2022.</p> <p>3) The plan will be implemented for the first time in spring term 2023 as part of lessons included in the ICT study unit at the institution.</p> <p>4) The competence development of students participating in the study unit will be assessed and monitored on the basis of the outputs and experiences of the mobility project to be carried out in spring term 2023.</p> <p>5) These activities will be part of the institution's ICT strategy.</p>
<b>Promoting the use of new technologies and innovative teaching methods and sharing good practices/Podcasting</b>	<p>Progress made towards the objective will be monitored and evaluated based on the number of international podcast episodes produced following a separately prepared production plan and by means of written self-assessments (goals, coordination, division of labour, interaction, quality and impact of products, personal input, successes and development areas, long-term impact). The objective is that after the activities, a permanent share of the institution's public podcasting production will be international in every season.</p>
<b>We will identify the special needs of those in a challenging labour market position and effectively respond to their competence needs as well as find suitable working life solutions for them</b>	<p>We will regularly monitor the achievement of the objectives at the annual level following our organisation's internal practices: how many and which new services have been developed/implemented for the target groups in question, how effective the services have been (has the service target been achieved), how much has the number of customers representing the target group increased on the annual level, what kinds of working life solutions are suitable for the target groups, how do we guide them to these solutions. Monitoring will be based on customer surveys conducted at the end of the services, personnel surveys and an internal quality assurance process: we will include monitoring in our implementation plans and monitor concrete development measures (for example, surveys concerning our organisation's diversity competence, results of development teams and quality points awarded for addressing special group's needs in public tendering competitions). We will compile the information digitally and analyse it annually, developing the services further on this basis. We will share the results and good practices in the networks of our field.</p>
<b>Increasing the impact of coaching and training packages for adult learners through staff competence development</b>	<p>We will regularly collect customer feedback in our services (customer surveys prepared by the authorities and us). Among other things, the feedback will reveal the impact, or the achievement of personal and/or service-specific goals, evaluations of the suitability of the methods/contents and the usefulness of the service. Surveys will be conducted and feedback collected at the end of the coaching/training. We will also collect information from coaches/trainers on the introduction of new methods and tools (including digital tools) in our services. The information will be collected digitally and analysed annually. The analysis results will be used to develop the coaching and training packages further and to enhance their impact. We will monitor impact and its trends by collecting impact figures annually following the organisation's practices. We will ensure that monitoring will be carried out by including it in the workplans of the services and our quality assurance processes. We will share the results and the good practices helping to achieve them in the networks of our field.</p>
<b>Understanding an increasingly international and multicultural operating environment and knowledge of various other cultures</b>	<p>Number and quality of cooperation forms: we will evaluate students' active participation. Participant numbers. Students' feedback and evaluations. The Erasmus Plan contains a detailed table of evaluation methods (objective, activity and evaluation).</p>
<b>Increasing study motivation through robotics - from practice to theory</b>	<p>We will measure pupils' motivation for studying natural sciences annually by means of an initial and final survey. The results will be compared over time and between different groups. In practice, the</p>

	<p>pupils will be divided into three groups, one of which is very closely involved in the project and, for example, takes part in trips. Some pupils will be more loosely involved, for example through project-related assignments and virtual meetings. The third group consists of pupils whom a project part cannot reach for some reason.</p> <p>Development will always be measured on an annual basis, as the actors change and as this makes it possible to modify the activity more rapidly if the desired results are not obtained. A university student's thesis on learning motivation and robotics is being planned, in which the pupils of our school would be the target group. If this goes ahead, it will support the evaluation.</p>
<b>Developing internationalisation at home and offering equal opportunities to participate to different learners</b>	<p>Each mobility participant will monitor and report on changes and progress in their subject area/work.</p> <p>The international coordinator will collect the data and monitor progress. Achievement of objectives can, for example, be measured as the number of new courses and the number of students. In general upper secondary school for adults, goal achievement will be monitored under the direction of the school's international coordinator in the international working group led by the head of division. In the library, goal achievement will be monitored in quantitative terms regarding actual traineeship and expert visit numbers, and qualitatively through improved staff and client language proficiency and increased speaking of different languages. An annual survey on internationalisation skills addressed to the staff, which was developed by our organisation, will provide experts with an opportunity to follow up on their personal assessments of development in internationalisation skills.</p>
<b>We will develop internationalisation at home to enable us to also offer opportunities for internationalisation in the daily life of the school and day-care centre.</b>	<p>In particular, we will train day-care centres in using e-Twinning and encourage them to organise opportunities for the children to take a peek at the daily life of children in day-care in a different country. We will collect feedback from day-care centres that organise such activities and develop the activities on this basis.</p>
<b>Improving skills through internationalisation</b>	<p>Before mobility periods are applied for, teachers' wishes and needs will be mapped out in discussions with the principal and the coordinator as well as through a Wilma survey prepared by the coordinator and addressed to the teachers. During the mobility period, the teacher will share their experiences on the school's social media channels with a low threshold. After the mobility period, they will report on their experiences to the coordinator and also describe them to the others at teacher meetings. Study units will allow the teachers to evaluate the effectiveness of new methods. They will assess the student's learning formatively and also ask about the effectiveness of the reforms in student feedback.</p> <p>Wilma surveys will be addressed to participating students both during and after a mobility period, asking them about what skills they learned and which skills were required that were different. The survey template will be prepared by the coordinator. All survey templates related to the goals will be centrally available in Wilma, and they will be kept as light-weight and user-friendly as possible.</p>
<b>We wish to build up STEAM pedagogy competence in our school and increase its internationality</b>	<p>We will assess the achievement of this objective by using the STEAM study path operating model, according to which the focus of STEAM pedagogy is on practising transversal skills, setting goals, formative assessment to support the pupil's learning and subject contents. They are constantly reflected on, for example using our electronic evaluation tools (such as Qridi, Forms). We will also assess, in particular, how the different areas of the STEAM study path (crafts and construction, exploring and innovating, coding and programming and digital production) are realised. With the help of technology, internationalisation education can also take place using remote connections, which is in line with the sustainable development goals. Ensuring a high level of staff competence is consequently essential. Our school has an ICT strategy that defines the ICT skill levels of pupils and teachers. Self-assessments of these skill levels will provide us with concrete information on how the ICT skills develop.</p>

### Attention to indicators

An effective Erasmus+ plan contains indicators that are linked to the organisation's or consortium's quality system and support the

results to be achieved and attainment of objectives. Either quantitative or qualitative indicators can be used. This information based on the indicator results makes it possible to develop



the activities and strategy further. The changes that the project aims for are specified, suitable measures are selected, and the resources needed to achieve the project's objectives are determined in the application. The application for Erasmus+ accreditation submitted by a general education organisation describes the indicators demonstrating goal achievement as follows:

*"Achievement of objectives will be gauged by monitoring the number and quality of cooperation forms based on evaluating students' active participation, participant numbers and students' feedback and evaluations."*

The organisation monitors the implementation of the planned activities and ensures that the activities contribute to the project's objectives. The activities are part of the organisation's or consortium's strategy and have a place in the development cycle, which helps the objectives to become rooted in the activities more effectively. The objectives are discussed together with all actors at the beginning of the mobility periods to ensure its impact. The key concepts are jointly defined in the preparation process. The planned activities are verbalised, and the meanings of the activities and terminology are explained. The expected impacts of mobility periods are anticipated by considering what will be done in a new or different way in the future.

*"Participation is the source of learning new things in all international activities, and the experiences already gained will be used in the following mobility periods and projects. New methods, pedagogy and technology as well as new technological competence will be integrated directly into teaching and curriculum work."*

*"Accreditation will also make more goal-oriented expansion of international networks possible, for example through physical seminars and preparatory visits. The partners will be encouraged to apply for accreditation."*

In order to describe the impact chain in concrete terms, impact tools are introduced and used to define what the desired end results of the project are and what will happen after the end of the project. The planning and examination of the activities begins from the end of the project and is compiled into coherent steps in the direction of the goals. The long-term impact of the activities is

illustrated by the view of an adult education organisation applying for Erasmus+ accreditation of the project's impact on the daily life in the organisation and activities after the project period.

*"The objective is to create institution twinning activities and also to continue the cooperation after the project period. The goals additionally include ensuring that the staff members participating in international exchanges will keep in touch with their European colleagues and participate in various international networks."*

## Conclusion

The adult education and general education organisations and consortia that applied for Erasmus+ accreditation in 2020 and 2021 described their Erasmus plans according to the programme's quality standards. The organisations and consortia that applied for accreditation had familiarised themselves with the Erasmus+ quality guide and elucidated the activities that promote quality work in their applications.

The key to preparing an Erasmus+ accreditation application is defining clear objectives in line with the programme priorities and linking the internationalisation plan to the organisation's or consortium's strategy. The mobility activities must benefit the organisation or consortium over the long term. Defining realistic and measurable objectives arising from the applicant's needs lays the foundation for the organisation's or consortium's Erasmus Plan. Engagement of the entire community, definition of concepts and open internal communication promote commitment to Erasmus+ activities. Careful preparation and planning promote the launching, implementation and monitoring of activities. Goal achievement and impact are continuously monitored and evaluated with the help of indicators selected in advance that measure the development of activities.

All members of the community must have an opportunity to participate in mobility periods, and the support of the community as a whole is central to achieve the goals. Identifying and using opportunities offered by internationalisation at home can promote the impact of activities.

Even if the accreditation funding is for developing your own organization or consortia, the mobility

always takes place to another country. Foreign partners are often permanent partners. When making preparations for joint mobilities, time and familiarisation with the partners' needs and

strengths are required. To quote Erasmus of Rotterdam: "*There is no joy in possession without sharing.*"

## REFERENCES

Erasmus+ accreditation applications of adult education and general education organisations and consortia in 2020 and 2021 (147 applications in total).

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### **What is Erasmus+ ?**

Erasmus+ is the European Union's programme for education, training, youth and sport.

New generation Erasmus+ was launched in 2021. It offers interesting new opportunities, including mobility periods for pupils/students/learners and permanent accreditations for organisations.

### **Erasmus accreditation**

Erasmus accreditation is a type of membership card for mobility activities. It gives organisations a possibility of accessing financing for learner and staff mobility annually. To apply, the organisation must draw up an Erasmus Plan to support its internationalisation covering at least two years.

## SUPPORTED ACTIVITIES

Table: General education mobility

	STAFF MOBILITY	LEARNER MOBILITY
Available formats	<ul style="list-style-type: none"> <li>- Job shadowing (2 to 60 days)</li> <li>- Teaching assignments (2 to 365 days)</li> <li>- Courses and training (2 to 30 days, maximum 10 days of course fees per participant)</li> </ul>	<ul style="list-style-type: none"> <li>- Group mobility of school pupils (2 to 30 days, at least two pupils per group)</li> <li>- Short-term learning mobility of pupils (10 to 29 days)</li> <li>- Long-term learning mobility of pupils (30 to 365 days)</li> </ul>
Eligible participants	Teachers, school leaders, staff	Participating pupils must be enrolled in an education programme at the sending school
Other supported activities	<ul style="list-style-type: none"> <li>- Invited experts (2 to 60 days)</li> <li>- Hosting teachers and educators in training (10 to 365 days)</li> <li>- Preparatory visits</li> </ul>	- Preparatory visits

Table: Adult education mobility

	STAFF MOBILITY	LEARNER MOBILITY
Available formats	<ul style="list-style-type: none"> <li>- Job shadowing (2 to 60 days)</li> <li>- Teaching or training activities (2 to 365 days)</li> <li>- Courses and training (2 to 30 days)</li> </ul>	<ul style="list-style-type: none"> <li>- Group mobility of adult learners (2 to 30 days)</li> <li>- Short-term learning mobility of adult learners (10 to 29 days)</li> <li>- Long-term learning mobility of adult learners (30 to 365 days)</li> </ul>
Eligible participants	Teachers, trainers, managers, non-teaching experts and staff	Learners participating in adult education programme at the sending organization (2023 onwards) 2021 and 2022 learners with fewer opportunities
Other supported activities	<ul style="list-style-type: none"> <li>- Invited experts (2 to 60 days)</li> <li>- Hosting teachers and educators in training (10 to 365 days)</li> <li>- Preparatory visits</li> </ul>	