



# MOBILITY OF ADULT LEARNERS

## Handbook

Erasmus+  
Enriching lives, opening minds.

2021-2027

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## I. About this handbook



This handbook is designed to help **adult education providers** to start planning, organising, and implementing successful Erasmus+ learning activities abroad for adults.

If you are not yet familiar with Erasmus+, you should first consult the [Erasmus+ programme guide](#).

The guide includes important information such as:

- how to apply for a grant
- what the deadlines are
- eligibility conditions
- minimum and maximum duration of activities
- types of funding support

For further information, you should also see the [National Agency for Erasmus+ in your country](#).

This handbook does not replace any national legislation.

If you have any questions or doubts, you should clarify them with your national agency.

## II. Background: context of European education policy



In 2021, the Council of the European Union published a [\*Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond \(2021-2030\)\*](#).

This Resolution emphasises that education and training have a vital role to play in shaping the future of Europe. The Resolution establishes lifelong learning and mobility for all as a strategic priority.

It also indicates that measures should be strengthened to enable and motivate adults to acquire basic skills. This would ensure equal opportunities and greater social participation and enable a holistic approach to adult learning.

High quality education is the basis for personal fulfilment, finding a job and becoming an active and responsible citizen.

The European Commission has put forward a set of policies that recognise the important role of education and training in building an inclusive and participatory society. You can read more about them [here](#).

As part of the quality dimension of the European Education Area, the European Commission promotes mobility opportunities for learners and teachers and cooperation opportunities for institutions.

These efforts are aimed at **making learning mobility a reality for all** to improve the quality of education and training at all levels. The New Skills Agenda for Europe has launched several actions to ensure that the right training, the right skills and the right support is available to people in the European Union. The Erasmus+ programme is one of the main instruments to make these policy goals a reality for European citizens.

### III. What is adult education in the context of Erasmus+?



Adult education is any practices and activities in which adults engage to gain new knowledge, competences, skills, attitudes or values. It can be formal, informal or non-formal education.

A very wide range of **organisations** can apply for a grant to provide adult education activities under Erasmus+:

- adult education schools/learning centres, evening and weekend schools
- civil society, non-governmental and volunteering organisations
- counselling centres
- libraries, museums, cultural centres
- universities of the 3rd age, folk universities
- local and regional public authorities
- community and social centres
- charities and other organisations working for people with disabilities, senior citizens, people at the risk of poverty or social exclusion, etc.
- coordination bodies and other organisations with a role in the field of adult education

This list is not exhaustive – the types of organisations providing adult education can vary in the countries participating in the Erasmus+ programme.

Lists of **eligible organisations** to apply for adult education grants are published by [Erasmus+ national agencies](#).

The programme in particular supports participation by **small adult education providers**, less experienced organisations, and community-based grassroots organisations that provide education and learning activities to learners from a disadvantaged background.

## IV. Types of education



**Formal education** is a structured and systematic form of learning, usually taking place in public organisations or recognised private bodies.

It consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. <sup>(1)</sup>

**Non-formal education** is often used interchangeably with terms such as community education, adult education, lifelong learning and second-chance education. Examples of non-formal education may include reading groups, debating societies, amateur choirs and orchestras, self-study, etc.

**Informal education** takes place mostly outside formal educational systems. It refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in their own environment and from daily experience. <sup>(2)</sup>

## V. Adult learner projects in Erasmus+ – how do they work?



Erasmus+ provides funding for adult learners to spend a learning period abroad.

Applications for Erasmus+ projects (mobility activities for adult learners) can only be submitted by adult education providers (organisations) to the Erasmus+ national agency in their country.

(1) Source: UNESCO Glossary

(2) Source: Council of Europe - definitions

**Individuals cannot apply for an Erasmus+ grant directly.** Instead, they can be offered a place on an organisation’s scheme. To do so, they must go through the learning institution.

### What is a mobility project?

This is a set of activities that facilitate learning, teaching, training, or volunteering experiences abroad for individuals (adult education staff and learners). Adult education organisations send its staff and adult learners on learning periods to host organisations located abroad in eligible countries.

A single Erasmus+ mobility project can include multiple learning activities of different types and can combine activities for learners with activities for staff (educators, trainers, and all other non-teaching experts and staff in adult education providers).

A mobility project is implemented by the same adult education provider as part of a broader and systemic effort to improve the quality of its teaching, training and learning offer for learners.

There are **2 types** of mobility project:

Mobility projects	Accredited projects for organisations holding an Erasmus accreditation.
	Short-term projects for organisations not holding an Erasmus accreditation.

Both types of project include the same learning activity formats for adult learners and adult education staff, so the guidance in this handbook is equally applicable to both types of project.

### Mobility consortium project

This can offer learning opportunities to several adult education providers from the same country which share similar objectives.

Due to their strategic potential, these projects are often coordinated by local authorities.

This format is only allowed for **accredited projects**, not for short-term projects.

For a full description of supported project types and activity formats, and for more information on mobility consortia and Erasmus accreditation, you should consult the [Erasmus+ programme guide](#).

## VI. Impact on your organisation



The primary goal of mobility projects is internationalisation and institutional development in your organisation, to provide high quality learning opportunities for adult learners with various needs.

Therefore, investing time and energy to plan, prepare, design, implement and follow-up these activities pays off in benefits for your organisation to grow further and become a better provider.

Overcoming the challenges involved will help your organisation grow, develop and build the capacity to work in an international and innovative way. Cooperating with partner organisations from abroad brings new ideas into your organisation. It allows you to improve and diversify methods of learning and teaching by sharing best practice.

Implementing Erasmus+ projects can result in strong partnerships between the sending and hosting organisations, where one project might lead to another, reinforcing development for both institutions.

## VII. Who can participate in a mobility project?

- **Adult education staff** - includes teaching and non-teaching staff and experts. For example: teachers, trainers, personal counsellors, mentors, psychologists, management staff, etc. The staff should have a role in diversifying adult education offer and building capacity of adult education providers. It includes people on either a professional or a voluntary basis.
- **Adult learners** – learners benefitting from adult education programmes or activities – including guidance and counselling services, or similar support (from for example: libraries, cultural centres, life-long learning centres, community centres, etc.).
- **Accompanying person** - this person must have training or experience that facilitates understanding between the learners and the hosting organisation. The trainer facilitates the immersion of learners in the learning environment, stimulates their engagement and guides them in how to accomplish learning objectives.



## VIII. Structure of mobility projects: 1-way, 2-way and multilateral exchanges



Erasmus+ mobility project is confirmed through a grant agreement (a contract) between an Erasmus+ national agency and an adult education provider/organisation that has applied for funding and successfully passed the selection phase.

The national agency provides the grant to the organisation who is sending “their” adult education staff or/and learners (**‘sending organisation’**) to the organisation that will receive them (**‘hosting organisation’**).

The structure of the grant agreement provides a lot of flexibility, and the sending organisation can add, replace, or remove hosting partners in their project at any time and without need for formal changes to their grant agreement.

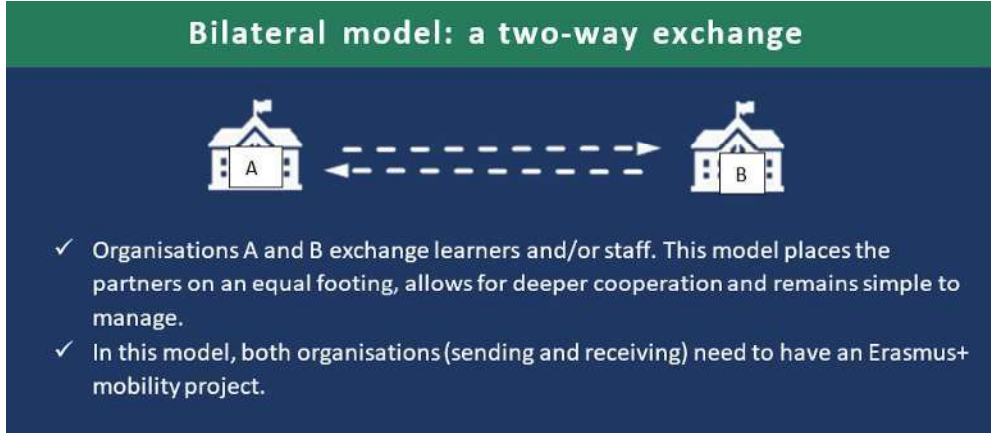
Moreover, **adult education providers from different countries that each have their own mobility project can decide to combine their efforts** and work together on similar topics and target groups or set up exchanges. Successful exchanges/partnerships between adult education providers open up possibilities to cooperate further and build up a network.

Types of mobility project:

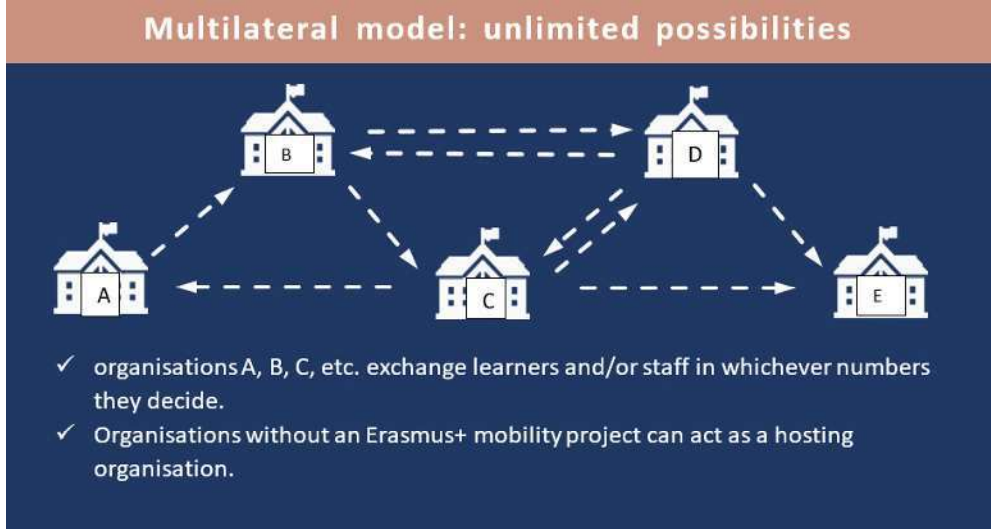
- **Simple model – 1-way movement** (organisation A sends learners and/or staff to organisation B). This model is a good choice for an initial experience with Erasmus+. *Only the sending organisation needs to have an Erasmus+ mobility project.*



- **Bilateral model – a 2-way exchange** (organisations A and B exchange learners and/or staff). This model places the partners on an equal footing, allows for deeper cooperation and remains simple to manage. *In this model, both organisations (sending and receiving) need to have an Erasmus+ mobility project.*



- **Multilateral model – multiple exchanges** (organisations A, B, C, etc. exchange learners and/or staff in whichever numbers they decide). *Organisations without an Erasmus+ mobility project can act as a hosting organisation* (for example: organisation A sends its staff and/or learners to → organisations B and C; organisation B sends its staff and/or learners to → organisation C; organisation C sends its staff and/or learners → to organisations A and B...) There is no limit on the number of organisations that can take part.



These models are not rules that you have to follow. You will not be asked to formalise them in your Erasmus+ project proposal. However, even though there is no obligation, you may find useful to write down the cooperation conditions with your partner organisation.

More information can be found in the point 'A partnership between the sending and the hosting organisation'.

## IX. Structure of mobility projects – formats and content

Erasmus+ adult education mobility projects can combine the following formats (for both short-term projects and accredited projects):

- Mobility of adult education staff – job shadowing, courses, training and teaching assignments
- Group mobility of adult learners
- Individual mobility of adult learners (short-term and long term)



Your organisation can achieve excellent results by combining these formats of activities in the way that best serves the project's objectives.

Having a variety of activity formats in your proposed mobility project is a good indicator of its quality. It shows you are building expertise and capacity in your organisation.

Due to the structure of the adult education sector some organisations might become highly specialised in organising high-quality learning projects abroad for their staff or learners with specific education needs.

### 1. Key features and content of groups and individuals

#### a) Groups of learners

Groups typically engage in a short activity, focused on a specific subject. This format is simpler as it requires less upfront planning and designing of the activities – in particular for less experienced organisations.

The learning activities themselves can take many forms, for example: a formal, structured classroom environment; tutorials; self-study; forums and debates; individual coaching sessions; sports and games; learning from peers; community-based learning; skills-based learning, volunteering activities, etc.

They will be primarily focused on key competences for adult learners, in particular digital skills, but also taking account of inclusion and diversity, environmental sustainability and participatory dimensions of the programme.

Possible learning activities might be as follows:

- study visits, observation activity
- activities reinforcing adult literacy and key competences
- workshops, debates, self-study, mentoring
- activities promoting active aging
- activities supporting being an active European
- cultural experience
- volunteering
- wellbeing activities (activities helping adults with disabilities or facing trauma/stress),
- peer learning activities
- experimenting – hands on experience to discover, understand and learn new concepts (science experiments, empathy learning)
- simulations that teach specific concepts, for example critical thinking, entrepreneurship, maths for adults, adapting to new cultures or environments.

**Qualified trainers (accompanying persons) from the sending organisation must accompany the learners for the entire duration of the activity and take part in implementing the learning programme.**



### ***b) Individual learners (short and long-term)***

This requires more preparation by the sending organisation to create an **individual learning programme** for each participant who will spend time abroad at a hosting organisation.

At the end of the activity, each learner undergoes an evaluation and certification of their learning outcomes. The longer the activity, the more preparation is required.

Creating a dedicated learning programme for each learner guarantees a cohesive and integrated learning process. It includes:

- **the learning objectives (what an adult learner is expected to learn)**
- **the assessment method/s to be used.**

The key to a successful programme for adult learners is making it **impactful**. This will trigger engagement and motivation for every individual.

Impactful learning means putting the learner at the core of the training programme. Therefore, it is important to give learners the space to express their needs and to match existing training options with their expectations. Another key aspect of active, purpose-driven learning is to allow learners to apply their knowledge right away and to learn by doing.

The main difference between group and individual activity formats is the requirement to create different learning programmes and evaluation and certification methods for either group or individual.

**The simple fact of several individuals travelling together and having communal accommodation arrangements does not qualify an activity as a group activity.**



### ***c) Combining individual with group activities***

It is possible for learners taking part in an individual activity to first visit the hosting organisation together with other learners and education staff for a group activity.

The supervising educators (mentors) can use this occasion to observe the learners' interactions and overall adaptability to different situations. It might help them to adapt the preparations made by the sending organisation accordingly.

Content-wise, the topics underlying group and individual activities can be shared or scaled-up. For example, an individual learner can be assigned some tasks that involve building on results of the group activity they participated in.

### ***d) Combining activities for learners with activities for staff***

Organising the learning activities abroad is a joint effort by the sending and the hosting organisations.

Activities for staff, such as job-shadowing and teaching assignments, can be an excellent way of promoting mutual understanding and trust between the organisations before they commit to sending and hosting the learners themselves.

If a member of staff from your organisation spends a period at the hosting organisation, they will gain insights into how the hosting organisation works and what learning programmes can be created. This experience is valuable for preparing the activities for the learners.

However, staff activities cannot be organised solely for preparing the ground for learners. The participating staff members need to have their own learning objectives defined and learning outcomes recognised.

The existence of individual learning outcomes is what differentiates a job-shadowing or teaching assignment from a preparatory visit whose exclusive purpose is to plan for another activity.



### e) *Bilateral exchanges of staff*

If the hosting organisation has its own Erasmus+ project, you could organise an exchange of your staff in the same period.

Or you could also consider sending learners and staff simultaneously to the hosting organisation. The presence of staff members from the sending organisation can be reassuring for learners who might otherwise experience some discomfort or isolation. However, the role of these staff members as a mediating influence for the learners should be limited – it cannot replace the role of a mentor from the hosting organisation itself.

**Also note please the difference between such staff spending a learning period in the organisation abroad and an accompanying person.**

Staff on a learning visit have their own learning objectives, while the role of the accompanying person is only to accompany adult learners during their period in the other organisation.

## X. Main bodies involved in Erasmus+ projects and their roles

### 1. Sending organisation

- The sending organisation is the owner of the Erasmus+ mobility project that provides funding for the learners to study abroad.

This means that the sending organisation has a grant agreement with the Erasmus+ national agency in its country.

This organisation will therefore oversee the financial aspects of the activities, and it will eventually report to its national agency on the results of the implemented activities.

For this reason, the sending organisation is ultimately responsible for the implementation of the activity, and it has the most important role in setting it up.

- The sending organisation selects a suitable hosting organisation based on the type of activity they wish to carry out, shared subject interests and the profile of the adult learners concerned.

### 2. Hosting organisation

- The hosting organisation is chosen by the sending organisation to be their partner for one or more learning activities. There are no other requirements to act as a hosting



organisation. Any other adult education provider can become a hosting organisation if they are chosen by an organisation running an Erasmus+ project (**they do not have to make a formal application themselves**).

- The hosting organisation welcomes the learners and implements the learning activities as defined between the sending and hosting organisations in advance. It monitors and evaluates the learning activities and supports the sending organisation in follow-up tasks.
- Acting as a hosting organisation is an excellent way of gaining initial experience with the Erasmus+ programme before applying for your own project.
- **The sending and the hosting organisations cooperate to determine the methods for carrying out the learning activities and the expected learning outcomes.**

### 3. Erasmus+ national agency

- In each Erasmus+ country, there is a national agency in charge of selecting and managing projects funded by programme. Once your project proposal has been approved, your agency will provide you with your grant in the form of a dedicated contract. For the duration of your project, the agency will act as your main advisor and supervisor.
- At the end of the project, you will submit the project report to the agency, presenting the activities implemented, objectives achieved and outcomes.

## XI. PHASES OF ACTIVITIES FOR LEARNERS

### 1. Planning

Planning and preparation is the most important phase for any Erasmus+ activity. Good preparation will make carrying out, monitoring and following up the activity much easier. Putting in the work required at this stage pays off in the success of the activities and the growth of your organisation.

**The sending organisation (as the managing organisation for the project) is the main body responsible for the planning and preparation phase.**



#### a) Finding a hosting organisation

The first step for the sending organisation – if it does not have pre-existing contacts abroad – is to find a suitable partner organisation (another adult education provider from abroad).

Therefore, you should start this process as early as possible, even before your Erasmus+ project proposal is approved.

**You do not have to add a definitive list of hosting organisations in your application for the Erasmus+ grant.** As the sending organisation, you have great flexibility to choose and even change your mind about your hosting partners.

The **number** of hosting organisations is also your choice. You can organise all your activities with the same partner organisation. This could be a strategic approach to your first project, to ease the management aspects.

You can also decide to work with several partner organisations, for example once you obtain more experience in Erasmus+. In principle, a larger network of partner organisations reinforces the quality and diversity of opportunities your organisation can offer to the learners, and it will bring more benefits for your organisation as regards inter-institutional learning and exchange.

<p><b>How to find a partner organisation abroad</b></p>	<ul style="list-style-type: none"> <li>● <b>consult the <u>EPALE platform</u></b> – the platform offers a partner-finding tool for adult education providers working for specific topics and target groups.</li> <li>● <b>use your existing network</b> – if this is not your first project, organising Erasmus+ activities for learners can be an excellent way to bring your partnership to a new level.</li> <li>● <b>ask for help from colleagues</b> – if you are new to Erasmus+, it can be useful to ask for advice from colleagues in other organisations in your area who you know have had some experience with Erasmus+ or other forms of international cooperation.</li> <li>● <b>contact your national agency</b> – at different moments during the year, the agencies organise contact events where you may be able to search for partner organisations.        These events include training and cooperation activities, seminars, training programmes, conferences, research activities, webinars, online courses, etc. They are designed to support networking and help form partnerships between individuals and institutions, and in that way to help achieve the aims of the Erasmus+ programme.        Alternatively, national agencies organise online speed dating events to encourage more organisations to benefit from the funding and opportunities that Erasmus+ can offer, and to help newcomer organisations find partners to work with.</li> <li>● <b>contact your local authority</b> (if applicable) – your local or regional authority may already be involved in other types of cross-border cooperation and their existing contacts could help you identify potential partner organisations.</li> <li>● <b>contact your region office based in Brussels.</b> <i>EU Regional Offices</i> <sup>(3)</sup> often help various organisations from the EU regions to access EU funds.</li> <li>● <b>consult the Erasmus+ project results platform</b> – <u>the platform</u> hosts a database with access to descriptions, results and contact information for all projects funded under the Erasmus+ programme in the past (and some of the projects funded under its predecessor programmes).</li> </ul>
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## b) Partnership between the sending and receiving organisation

Once you have found a potential partner that can host your learners, your and hosting organisation will need to invest time and work into getting to know each other's expectations, interests, teaching and learning methods and governing rules.

Sharing as much information as possible is important to prepare the content of the learning activities and to plan for logistical challenges and the administrative procedures necessary to implement it.

There might be two main areas the sending and receiving organisations would need to find a common ground:

- **content-related aspects** (learning offer/opportunities, expected learning outcomes, working techniques, monitoring and evaluation methods, etc.)
- **organisational questions** (accommodation, finances, administrative paperwork, legal framework).

To cooperate effectively, the two adult education providers need to establish regular contact by identifying the staff members responsible for the exchanges.

<sup>(3)</sup> Applicable mostly to the EU Member States.

Agreeing on key principles of cooperation and putting them on paper is a useful way to structure the partnerships and clarify the expectations and needs on both sides. Even though it is not mandatory in Erasmus+, drafting a **memorandum of understanding** for this purpose is highly recommended.

*An agreement (memorandum of understanding) between the sending and the hosting organisation is an agreement between two organisations that describes on paper an intention for cooperation and the rights and responsibilities of the two sides. It formalises a partnership to build trust and to make the cooperation more predictable and therefore long-lasting.*

*The reliability and continuity of the work with their partner are very important for both organisations. A memorandum of understanding ensures that there is commitment on both sides, independent of any future changes in organisation leadership or staff.*

*For Erasmus+ projects, your memorandum should always make a reference to Erasmus quality standards, which define many of the rights and obligations of both the sending and hosting organisation.*

*A memorandum of understanding should include administrative, financial, pedagogic, logistical and emergency rules that apply to all activities. Its existence will make implementation of all mobility activities easier, for example by standardising some of the evaluation and recognition procedures.*

### **c) Financial management of the project**

The sending organisation is the only body receiving an Erasmus+ grant for the activity from the national agency.

Erasmus+ provides funding for costs that go beyond the normal costs of studying in a given place. This includes travel costs, accommodation, language learning and many others.

Detailed funding rules are explained in the Erasmus+ programme guide and you need to become familiar with them before starting any activities. If your hosting partner is not already familiar with Erasmus+, it is very important to also inform them in detail about these rules and conditions.

Type	Cost	Examples:
Organisational support	Costs directly linked with preparing and implementing the learning activities	Preparing learning programmes, providing participants with intercultural and geographical guidance on the host country, mentoring, monitoring and support of participants during their stay.
Individual support	Costs of subsistence for participants and accompanying persons during the activity	
Travel Support	Return travel costs of participants and accompanying persons from their place of origin to the venue of the activity.	
Inclusion support for organisations	Costs related to the organisation of activities for participants with from a disadvantaged background	Please seek the information of your national agency regarding whether and what kind of supporting documents are needed to prove participation by people from a disadvantaged background.

Type	Cost	Examples:
Inclusion support for participants	Additional costs directly linked to participants from a disadvantaged background and their accompanying persons	<p>The list of possible examples is not exhaustive, as this cost category aims to mitigate barriers and obstacles adults encounter in accessing learning activities.</p> <p>Inclusion support might cover the following costs:</p> <ul style="list-style-type: none"> <li>● childcare for a single parent</li> <li>● additional health insurance for participants facing serious health problems</li> <li>● interpreters accompanying participants (sign or Braille language)</li> <li>● mentors (counsellors) for people with mental disabilities or developmental delays, people presenting trauma-related behaviours</li> <li>● accompanying person for participants with serious health or medical conditions</li> <li>● priority seats (in the event of disabilities)</li> <li>● additional counselling for people with diverse cultural and linguistic backgrounds</li> <li>● purchasing the necessary goods to benefit from learning activities for people at risk of poverty, e.g. suitcase, toiletries, warm clothes, etc.)</li> </ul>

The cost category called **“organisational support”** is a fixed amount (unit cost) per adult learner to cover different administrative and other expenses that are not covered by other standard cost categories.

This support must be used to cover organisational expenses, for both the sending and the hosting organisation.

Different arrangements can be made to share the organisational costs. One possibility is for part of the organisational support grant to be transferred to the hosting organisation. However, to avoid administrative complication, it can be agreed that some of the expenses expected on the host side will be paid directly by the sending organisation.

It is important to discuss these arrangements in advance and have a clear mutual understanding with your partner organisation before any activity starts. The agreed solutions should be included in the memorandum of understanding or otherwise put in writing, to serve as a clear reference during implementation.

#### **d) Preparatory visits to the hosting organisation**

Sending organisations can apply for funding for a short preparatory visit to the hosting organisation before the learning activity starts. A preparatory visit is performed by staff members from the sending organisation (and/or learners taking part in long-term learning activity).

The objective is to finalise the activity planning with their counterparts at the hosting organisation, build better mutual understanding and get a first insight into the learning environment there.

Preparatory visits are not a standard element of every mobility project. Rather, they are requested on a need's basis, to help bridge challenging situations.



Preparatory visits are in principle recommended if your organisation is new to Erasmus+ or has never tried out this activity format before, if you are starting to work with a new hosting organisation or are organising activities with a longer duration.

The programme guide allows for a preparatory visit whenever it improves the inclusiveness and quality of the learning activities. If you have any doubts about the sufficient justification, you should consult your national agency.

### ***e) Identifying mentors and other staff at the sending and hosting organisation***

Organising learning period abroad for adult learners is a joint effort that requires involvement by the educators, trainers and administrative staff at both sending and hosting organisation.

The key principle of allocating responsibilities to educators and other staff members is that the participating learners need to have more than one person available for assistance.

The hosting organisation will need to set up day-to-day mentorship or coaching and the sending organisation must also stay involved and have contact persons available for the learners during their stay.

### Organisation leadership

The leadership of the sending organisation is responsible for implementing the Erasmus+ project. Their role is therefore to supervise the implementation, making sure that the Erasmus quality standards are respected and that each learning activity is in line with the overall objectives of the project.

Furthermore, the role of management in both sending and hosting organisation is to create a firm partnership between the two institutions and to represent their organisations in the administrative procedures necessary for the project to take place.

### Mentors

The existence of mentors is crucial for the success of the learning activities and it is required by the Erasmus quality standards, in particular for projects implemented by organisations holding an Erasmus accreditation.

In the Erasmus quality standards, the role of the mentor is broadly defined as follows:

*Where relevant, based on the format of the activity, the sending and hosting organisations must identify a mentor or a similar key person who will be following the participant during their stay at the hosting organisation and who will help them achieve the desired learning outcomes.*

*Particular attention should be given to the introduction and integration of the participants at the hosting organisation, and to the monitoring of the learning process.*

This definition provides the minimum requirements that the sending and hosting organisation must meet. At the same time, the definition is broad enough to allow for a variety of different implementations.

For example, it is **not necessary that the mentor be only one person**, but it is necessary that at least one mentor is named at the hosting organisation and one at the sending organisation (a qualified person following learners' learning progress).

The role of the mentors is primarily linked with content: that is the learning aspect of the project. This is why the role would typically be taken by one of the educators from the hosting organisation.



It should be clear that ‘learning’ in this situation should be understood broadly. It includes formal, as well as informal and non-formal learning, which implies aspects that could be termed ‘personal development’ rather than academic learning. In this sense, mentors should also be facilitators helping the learners to integrate into the social environment at the hosting organisation.

In addition to supporting the learning process, mentors should act as monitors tracking the learner’s progress and making sure that the planned learning programme is being followed.

Mentoring is a rather demanding task. Potential mentors should be aware that a certain amount of extra work is involved and should only accept this role if they are sure they are able to give the learners the time and help necessary.

#### *Contact people for administrative matters and emergencies*



Apart from mentors, who will deal primarily with the learning and personal development aspects of the learning activity, the Erasmus quality standards further require the sending and receiving organisations to ensure there are contacts in place for other logistical, administrative and practical aspects of the activity, as well as emergency situations.

It is possible for one staff member to take more than one type of responsibility. However, it is strongly recommended to spread the different tasks among multiple staff members working as a team. This will reduce the workload on each individual staff member.

More importantly, it will result in a wider positive impact on staff skills, since each of the involved colleagues will have the opportunity to learn from the experience. This will improve your organisation's capacity to cooperate with partners abroad, which is an important objective of all Erasmus+ mobility projects.

Finally, spreading the tasks among different people will reduce the risk of issues if one of the staff members becomes unavailable.

### *Accompanying persons*

Learning stays abroad for adult learners may include accompanying persons: staff members or other adults who accompany the learners during the short and long-term activities for a part or the entire period.

Involvement of accompanying persons can be supported by Erasmus+ funds, but it always must be justified in terms of the needs of the learners and quality of the activities.

The two most typical types of accompaniments are assistance for adult learners with disabilities (or similar challenges) and short stays by sending organisations' mentors at the beginning of a longer stay for the learner(s), as a way to help them settle in at the hosting organisation.

If the accompaniment implies use of Erasmus+ funds that could otherwise be invested into opportunities for more adult learners, you should be aware that excessive use of these possibilities can result in lower scores for the sending organisation's mobility project. If you have doubts whether the accompaniment would be justified in a specific scenario, contact your national agency.

## **f) Selecting learners**

### *Adult learners*

Learning activities target adult learners and adult learners with fewer opportunities. Focusing on this latter group offers learning opportunities to those who are most affected by technological changes and might face social exclusion.

If you have any doubts about who exactly is eligible as a 'learner with fewer opportunity', consult your national agency, as each country has its own specific criteria for deciding who might benefit the most and/or are underrepresented in such activities.

Adult learners with fewer opportunities, low-skilled adult learners, may belong to one of the categories below:

- adults with a low education level,
- adults with low cognitive skills who have difficulty completing basic maths and reading tasks,
- adults with special educational needs,



- adults having difficulties in accessing educational opportunities due to economic deprivation, cultural disadvantages, language problems, health problems and/or adverse geographical conditions (immigrants, disabled, unemployed etc.),
- adults with low digital skills,
- adults at risk of social exclusion.

For your organisation (as the sending organisation) it is important to create a positive attitude to encourage learners to undertake a learning period abroad.

The definition of the target group might cause stigma and negative connotations. Therefore, communication and messages for adult learners need to be formulated in an easy and understandable way so that the activities create opportunities for personal growth, skills development and better quality of life.

In general, the emphasis should be on the magnitude of the *progress that individual participants can* make by spending learning time abroad rather than the base level at which they start.

Before selecting participants for your mobility project, determine the selection criteria and reflect thoroughly on how to facilitate and encourage participants from a disadvantaged background to participate.

Once the participants have been selected, ask them about their needs: what do they need to be able to fully participate in the learning activity, especially from the point of view of planning exceptional costs.

Possibly include this cost in your project proposal, if you have selecting participants before submitting your project proposal.

For reasons of transparency and fairness, Erasmus+ opportunities should be made publicly known in your organisation or in the area it covers, by using easily available channels.

To increase the attractiveness of the opportunity and remove any fear of the unknown, you also may consider organising public presentations by former participants from an organisation that has experience with mobility projects. First-hand experience from peers and success stories have the strongest impact on potential interest amongst learners.

### **g) Preparing learning activities (groups of learners)**

Group activities focus on key competences of adult learners or key dimensions of the programme (inclusion and diversity, digital skills, environmental sustainability, participation).

It is equally important that a learning activity is **meaningful** and helps learners to develop and advance. Such activities should enable learners to engage and develop their skills, knowledge and understanding in different ways.



The sending and hosting organisations can prepare a plan for such learning activities using their own experience or introducing new methods.

You might already know, for example, that your learners would appreciate more to focus on aspects that will help them solve problems in their life and they would prefer hands-on exercises that simulate real-world situations.

Therefore, trainers should design concrete learning activities and help learners see explicitly how the learning activity will be useful to them.

### **Example of learning activities for a group of adult learners**

Senior citizens who follow basic computer training (organised by a city council day centre), including how to use different web browsers, set up computers to address accessibility issues, send emails and how to use e-health and e-public services platforms.

A group of 10 persons from this centre (aged 67-75), together with an accompanying person, spend a period of 3 days at the hosting organisation specialised in IT training activities for pensioners.

#### **Learning activities**

Workshops and demonstrations on how to socialise using IT – staying connected, finding games and puzzles, etc.

Workshops on how to make daily tasks like grocery shopping and paying bills easier, including cybersecurity aspects; Discussions with peers at the host organisation followed by a quiz or a contest about the European Union – how it works and what it offers to you.

#### **Learning methods**

Art, performance, encouraging participants to take new challenges (a self-planned visit to a museum, using public transport), debates, workshops, reading an article (adapted to the learner's level) about travelling and discussions about key findings, educational walks in a nearby forest to practice reading and decoding signs and directions, sporting activities, storytelling. The number of sessions and exercises can be adapted to allow the person to set the pace of learning.

#### **Expected learning outcomes**

Better comprehension of how the web works and improved cognitive skills (increase in memory, better orientation in online settings); improved personal articulation and expression in a foreign language (basic level, e.g. English); better use of IT (especially web browsers, applications for e-communication); increased confidence in using internet browsers; increased interest in social and cultural life.

### ***h) Preparing an individual learning programme (short- or long-term stays)***

Individual learning programmes require more preparation by the sending organisation, compared with group learning activities. Therefore, your organisation might need more experience with Erasmus+.



An individual learning programme should contain a cohesive and integrated learning process with specific learning needs, objectives and learning outcomes. However, it should not be detailed or complex.

In principle, the programme might be described as a learner-directed planning and monitoring tool that customises learning opportunities in line with learning needs throughout the activity.

#### **Example of an individual learning programme (long term)**

An adult learner (23 years old) is an early school leaver who is low-skilled and currently attends an evening school for adults. The person is struggling with literacy.

The learner spends the study period (35 days) at the host organisation, which applies successful techniques to overcome this weakness. The learner works and interacts with peers and with a mediator/coach from the host organisation.

#### **Learning activities**

- 5-8 coaching sessions (how to cope with anxiety, stress and frustration – understanding personal weaknesses, identifying the most stressful and comfortable situations, identifying talents and strengths, developing interest for hobbies, engaging in self-control); stress management techniques.
- set of 10 -12 exercises (learning units) to keep anxiety at bay and help a learner build confidence and self-esteem – mediation, reassuring techniques, art performance, learning assertiveness and respect; encouraging participants to take new challenges (a self-planned visit to a local museum, using public transport; debates; workshops; study visits, observation exercises.
- set of 12-15 exercises (learning units) to practically learn to read and write with understanding, and to test this ability in real-world situations – reading an article (adapted to the learner's level) about travelling and discussing key findings, drafting an email to a colleague to describe their personal experience during the study stay, educational walks in a nearby forest to practice reading and decoding signs and directions, sporting activities, storytelling, etc.

The number of sessions and exercises can be adapted, to allow the person to set the pace of learning.

### Expected learning outcomes

Better comprehension of what messages the author of an article tried to convey, improved cognitive skills - critical thinking and problem-solving; improved personal articulation (expression of thoughts and ideas well and easily), better use of IT; greater self-confidence (in benefitting from the opportunities that arise); greater interest in social and cultural life.

### k) Learning agreement – content and expected outcomes of activities

Different European countries use very different systems for adult education, with their own specific structure, teaching techniques and methods. Learners and staff alike can benefit greatly from this diversity and sharing of the best possible practices.

The expected learning outcomes of the learning period abroad must be set out for each participant or group of participants. They must be agreed between the sending and hosting organisations, as well as by the participant (for individual mobility activities).



### The sending and hosting organisations must define and agree the outcomes before the activity starts, in writing.

In Erasmus+, the document that contains the content conditions for an individual mobility project, with the expected learning outcomes, is called the 'Learning agreement'. Technical practicalities are also explained in the section checklist.

A complete learning agreement needs to contain:

- signature of the learner, the sending organisation and the hosting organisation
- information about the learning activity, including: education field, type of activity, mode (physical, virtual or blended), start and end date
- information about the learning programme the adult learner is participating in at the sending organisation, if applicable
- a list and description of expected learning outcomes
- the learning programme and tasks to be completed at the hosting organisation
- monitoring, mentoring and support arrangements and responsible persons at the host and sending organisations
- description of the format, criteria and procedures for assessing the learning outcomes

- description of the conditions and process for recognising learning outcomes, as well as the documents that must be issued by the sending or host organisations to ensure that the recognition is completed.

### *Template for the agreement*

As the sending organisation, you can find a **standardised learning agreement template** that addresses all the above requirements on the website of your [national agency](#). Downloading and reading the template should be among your very first steps when preparing any Erasmus+ activity.

If this is your first Erasmus+ project, the template will give you a concrete idea of how the end result should look like. Even if not, the explanations in the template will be useful.

**The template is not mandatory**, to allow for flexibility, since European education systems are quite diverse. However, using the standard template is highly recommended – when used correctly, it guarantees full compliance with the quality standards.

If needed, **you can modify the template** to account for any specific features you may need to describe. In this case, you should check with your national agency to make sure the changes do not contradict any of the essential requirements.

Drafting the learning agreement can be very challenging. Be careful not to have the attitude that this is just paperwork or an additional administrative task. Creating a solid agreement will help you understand better the learning process and build up excellence in organising Erasmus+ activities.

The template provides the basis for the content that a learning agreement needs to have. You might also consider including the acquisition of skills and competences in various forms of informal and non-formal learning, or integrate project work, research or other specific assignments into the learning agreement.

While drafting a learning agreement you might refer to:

- [European Framework for Key Competences](#)
- [Eurydice information on education systems in Europe](#)
- [Europass Mobility](#)

Planning and preparing the learning activities is meant to serve you as a guide, however your flexibility and adaptability might be equally important. So do not be afraid if not everything goes as planned. Your main concerns should be the wellbeing and educational benefits for your adult learners.

### *Changing the template*

If there is a need, you can change learning agreement: either because new and better learning opportunities arise, or because one or more aspects prove to be too difficult to implement. This is normal occurrence and your ability to adapt will serve as evidence of good project leadership.

If you need to make major changes, you may consider creating a new version of the learning agreement. If your changes are not significant, they can be documented at the end of the learning period.

In both cases, it is important to **make sure that all parties are informed and in agreement with the changes**.

Finally, failure of some sort is a possibility that you need to be prepared for. Erasmus+ projects are challenging for everyone involved. Not all circumstances can be controlled, and various things may go in undesired direction despite the best efforts of everyone involved.

### ***l) Insurance, safety and other legal requirements***

The sending and host organisations will need to collaborate to set up all the logistical, practical and legal details.

In principle, all activities must be organised with a high standard of safety and protection for involved participants and must comply with all applicable regulation.

All adult learners taking part in individual learning activities must have the following types of insurance:

- travel insurance (including damage or loss of luggage)
- third party liability
- health insurance
- accidents, serious illness and life insurance (including permanent or temporary incapacity, repatriation).

Some of these types of insurance may already be covered by an existing policy at the sending organisation, or other cover held personally by the individual. For example, EU citizens can use their home country's health insurance coverage while abroad with the [European Health Insurance Card](#).

When checking your insurance cover, pay particular attention to its terms of applicability in the host country. Any suitable insurance available in your country may be chosen.

### ***k) Logistical arrangements***

The sending organisation should decide in advance on the type and conditions of accommodation and travel.

If the hosting organisation does not offer accommodation, you will have to organise accommodation for whoever is travelling (hotel, hostel or rental). The choice should take into account both comfort and safety.

If organising travel for participants from a disadvantaged background, you should check the suitability of the accommodation.

## l) *Preparing learners for departure*

In many cases, the Erasmus+ experience might be someone's first time spending a period abroad. Providing targeted and broad preparation (on the host country and its culture, language, etc.) before departure will be helpful.

Exactly what this preparation consists of will depend on the specific situation: the participants' age, personal capabilities, the destination country, the monitoring arrangements, etc.

The involvement of the hosting organisation is crucial. Their role is to provide adequate, precise and relevant information. Where the sending and hosting organisations are equally involved in preparing the learners, it will be easier for the hosting organisation to make the necessary arrangements on its side and avoid any duplication of efforts.

### *Language preparation*

- This is also very important. The [EU academy](#) may be used for this purpose.
- Financial linguistic support might be granted if the participant cannot receive online language support due to the unavailability of the required language or level, or due to barriers caused by a disadvantaged background.
- Moreover, the additional amount of reinforced language support per participant in long-term stays abroad by adult learners can be granted. For more details, please contact your national agency.

## m) *Preparing participants with fewer opportunities*

This step may require more time and effort, and it is especially important to analyse the needs and capabilities of participants with fewer opportunities, to ensure they have a successful, high-quality experience.

This is important in the planning phase, so you can anticipate any extraordinary costs that may arise (hiring specialised transport for people with mobility problems, or a ramp or other aids, paying for a sign language interpreter, etc.).



As these, expenses are not covered in the standardised categories of programme costs, applicants may ask to have these exceptional costs covered if they can provide justification.

## n) *Checklist*

Before the start of the stay abroad, you should check the following:

- **Learning agreement** has been signed by learner, sending and hosting organisation (for **individual learners**, short term or long term).  
Learning agreement has been signed for a group activity by the accompanying person, sending and hosting organisations (for **groups of learners**).
- Learners know what they need to do under the agreement during the stay abroad and afterwards.
- The learner (or group of learners) knows **where the learning activity will take place** (premises of the hosting organisation or other places)
- The learner has a **mentor** (if needed) and knows their contact details and role in the activity.
- All the **travel arrangements** have been finalised and **related documents** are available (e.g. accommodation booked, travel tickets, European Health Insurance Card, other kinds of insurance, passport or ID card, etc.)
- a **draft certificate of attendance** with expected learning outcomes has been prepared in cooperation with the sending and hosting organisation.

## 2. Implementation phase

This phase starts once the adult learners arrive in the host country.

If you have prepared properly and settled all administrative and practical matters (see section XI.1 on Planning), mentors and adult learners will be able focus on implementing the learning agreement.

From the perspective of project management, the most important task for the sending organisation during this stage is to actively keep up to date with developments in the hosting organisation.



### a) *Introducing learners to the hosting country and hosting organisation*

Travel should be arranged to make the start of the experience for learners comfortable and reassuring.

If needed, when a single individual is undertaking the stay abroad, the mentor from the sending organisation can accompany them for the journey and the first few days at the hosting organisation.

Erasmus+ provides funds for such 'accompanying persons'. This option should be restricted, however. It is mainly intended for long-term stays by the learner(s), with the accompanying person staying only for the first 2 to 3 days.

Exceptions could be made when needed for specific reasons, such as emotional vulnerability or medical conditions (in this case, a professional assistant can be hired). When using accompanying arrangements under the grant, keep in mind that you are responsible for using Erasmus+ funds efficiently.

Generally, with groups of learners, one or more qualified trainers (accompanying persons) from the sending organisation must accompany them for the entire duration of their stay and take part in implementing the whole learning programme.

- ➔ The number of accompanying persons may vary according to the size or specific needs of the group. It is recommended that the accompanying persons guide the learners, provide assistance during the activity and facilitate communication and cooperation between the hosting organisation and the learners.

Since some learners might be with fewer opportunities (in particular those with a low level of skills), the complementary role of the accompanying trainer is of great importance for the efficiency of the learning activity. They should make the hosting organisation aware of any special needs or support needed.

It is recommended that at least one representative of the hosting organisation welcome the learner(s) on arrival, so that the process of familiarisation can start.

- ➔ This task is best handled by the learner's mentor in the hosting organisation. If a learner is travelling alone, a person from the hosting organisation can take care of bringing this person to their accommodation and explain what the following day will look like. It is also recommended that the hosting organisation gives an overview of what the learner can expect for the entire duration of the stay.

The mentor at the hosting organisation may act as a facilitator and source of information for the followings during the integration process:

- **introducing the hosting organisation** – its general structure, the building and specific parts of it, the staff and learners, training opportunities provided.
- **introducing the hosting country** – language(s), social and cultural characteristics, etc.
- **daily life in the hosting city** – local public transport options, restaurants, markets, cultural activities, places to visit, spare time activities.
- **learning aspects** – the learning programme, training schedule at the hosting organisation, trainers, expected learning outcomes, learning opportunities provided, language support, training materials, methods and techniques, etc.



### ***b) Support and monitoring during the activity for individual mobility activities***

For the learner's emotional wellbeing and learning success, it is important that they feel supported during their stay abroad despite being away from their familiar environment. As well as progress in learning, the sending and hosting organisations should be sensitive to the emotional situation of learners during their whole stay.

The most important element is to ensure that the learner is aware who their assigned mentors are in both organisations, as well as emergency contacts and other people they can talk to when the mentors are not available.

The mentor and other staff at the hosting organisation need to actively offer their help to the learner to ensure the best possible learning outcome, particularly in the first part of the stay when the learner is new to everything.

The mentor also keeps track of the learner's involvement and participation in the learning activities. They may also make a special effort for learners who need help with language and technical issues at the start of the stay.

Learners can face different challenges: difficulties using the local language, feelings of loneliness and social isolation, discouragement, etc. The task of the mentor is to help address these issues, possibly with the assistance of fellow educators and other staff in the hosting organisation.

The learning agreement includes a paragraph on monitoring, mentoring and support arrangements. This should set out a schedule of regular contacts between the learner(s) and the sending organisation, as well as the two mentors and the learner.

### ***c) Exceptional circumstances during the stay abroad***

Unexpected events can occur during any activity. To cater for this, contingency plans must be drawn up by the sending organisation before the learners leave their home country.

This can take the form of an **information package for learners**, drawn up by the mentors, describing possible emergencies and the action to take.

This package should include information including **important phone numbers and addresses, nearby hospitals, police stations and the relevant diplomatic and consular service.**

An emergency can be defined as an extreme situation that would lead to a serious disturbance of the learning stay and which requires urgent action (i.e. not everyday problems).

Generally, two kinds of emergencies can take place: personal emergencies related to the individual learner (e.g. injury or illness) and external emergencies (e.g. natural disasters, public security crises) affecting the learning environment.

Following an emergency, a decision will need to be taken on whether the activity should continue or not. It is a **joint decision between the sending and hosting organisation and the learner(s)**. If a learner expresses a strong desire to interrupt or end their stay, this should be respected. An interruption and subsequent continuation of the stay may also be considered.

In terms of administrative follow-up, the **national agency from the sending country** is best placed to provide advice, as it oversees the grant agreement providing the funding for the activity.

Most emergencies will not require this sort of follow-up, but if the emergency has resulted in additional costs or the activity had to be terminated prematurely, then the agency can provide guidance on applicable rules.

If it is declared that the circumstances are outside of the organisations' control (force majeure), this increases the flexibility of the programme rules.

#### **d) Challenges learners may face during their stay**

No matter how much effort has been put into preparing adult learners for the stay abroad, they may encounter various difficulties.

Of course, in the event of problems, it is recommended to contact the pre-defined support staff in the hosting organisation or the project coordinator in the sending organisation.

The list of possible difficulties and advice on how they can be addressed is as follows:



- **Language barriers**

Learners may have varying levels of familiarity with the local language, affecting their ability to understand things or express themselves.

*Advice – learners should take a dictionary and/or install a language translator on their phone.*

- **Social and cultural differences**

Being abroad may lead learners to discover that some things that are normal in their home country are unacceptable in the host country, and vice versa.

*Advice – if learners experience a confusing situation, they should observe what others do and how they do it. They can also ask others what to do.*

- **Practical matters**

Adapting to local foods, local public transport, using laundrettes, etc.

*Advice – the mentor at the hosting organisation should explain as many of these practical issues as possible when the learner arrives.*

- **Psychological difficulties**

Learners might experience homesickness or loneliness when surrounded by people who have different interests, appearance, language, etc.

*Advice – mentors should encourage learners to stay engaged with people in the host city and make sure they don't miss out on potentially enriching experiences.*

### 3. Follow-up phase

The follow-up phase starts as the learner is returning to the sending organisation and entails evaluation and key takeaways from the experience.

The content of the follow-up phase should be clearly stipulated in the learning agreement and should only be deviated from to reflect changes that may have arisen during the implementation phase.

#### a) Evaluation (learning outcomes/hosting organisation)

Evaluation will typically take place during the last few days of the learner's stay at the hosting organisation, although it may also be continued after they return to their sending organisation.

Both the learner(s) and the hosting organisation are evaluated.

##### *Evaluation of the organisation*

It is then recommended practice for the sending organisation to follow-up on the evaluation results to improve future activities. You do not need to analyze every Erasmus+ project individually. It can be more effective to evaluate the activities after several projects have been completed.

What results have we achieved? How can we improve? Involving hosting organisations in this process can be very useful, especially if your organisation is working regularly with the same partner.

#### b) Recognising learning outcomes – documentation

Recognition of learning outcomes is a process of granting official status to knowledge, skills and competences acquired during the adult learner's learning stay abroad <sup>(4)</sup>.

The minimum requirements for recognition involve documenting (listing) the learning outcomes and certifying them with the formal agreement (signed) of the hosting organisation, as the institution that has provided the programme attended by the learner.

It is strongly recommended that the sending organisation also sign this document, although this is not formally required.

##### *Standard document – Europass Mobility*

One easy way to certify Erasmus+ learning outcomes is with Europass Mobility – a standardised document designed specifically for this purpose.

The Europe-wide standardisation and possibility to register the learning outcomes with the learner's National Europass Centre – a specialised institution independent of both the sending and host organisation – strengthens the legitimacy of the document.

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<sup>(4)</sup> Cedefop (2014): Terminology of European education and training policy:

### c) *Sharing the results*

**As a beneficiary of EU funding, your organisation has an obligation to share and promote the results created with the support of EU funds.**

Sharing happens at two levels: within your organisation and towards the outside, to the public and other organisations or public bodies in your local area.

In the **project report** you will be asked about the ways you have complied with the communication requirements and promoted your activities.

Investing time and effort into sharing the results will increase the benefits you gain from running your project, and your project report's evaluation scores. Returning learners will have stories to tell that might strike a chord both within your organisation and outside, helping give you even more publicity and demonstrating the openness and pro-European culture of your organisation.

Indeed, learners who have taken part in a successful Erasmus+ stay abroad are the best ambassadors for your organisation and any future projects you wish to run, as well as for the Erasmus+ programme in general.

- In all communication activities, you are required to acknowledge the support provided by the EU by including the **official logo and graphic identity of Erasmus+**. Find out more at:
  - [European flag emblem & disclaimer](#)
  - [EU visual identity](#)

#### **Tips on promoting your Erasmus+ project**

- **Adult learners-led events** – returning learners could give a presentation about their stay to a larger audience, to share their personal experiences and achievements.

*Example – an exhibition or a discussion*

- **Mentor/other staff** – the staff members who have worked on preparing and implementing the activity will have gained valuable experience and skills. They may be able to organise a seminar or present their work to local policymakers, other organisations from your area or the local media.

*Example – a promotional video or presentation to showcase the unique benefits of working in your organisation because of your participation in Erasmus+.*

- **Hosting organisation** – involve this organisation in your communication events. Their participation can bring an additional dimension and provide more evidence of the international nature of your work.
- **Other organisations in your area** – hearing about your project experience and the results you have obtained can be very interesting for other organisations of different types in your local community.

- **Testimonials** – if you ask the returning learners to write or record testimonials about their experience, you will be able to use them for various communication and promotion purposes (e.g. newsletters, blogs, social media). Example – write a blog on [EPALE](#)
- **Contact local media** – the media in your area may want to publish a story about the learners who have successfully completed a stay abroad, and how they have benefitted.
- **National agency** – if you think some of your learning activities abroad have been particularly successful or illustrative of the impact Erasmus+ is having on organisations and individuals, it is a good idea to talk about it with your national agency. Part of the agencies' work is to identify and collect success stories, to promote the programme around the EU. Perhaps your project can become one of them!
- **Alumni activities** – depending on the country where you are based, there may be some associations or other type of alumni networks set up for people who have completed an Erasmus+ activity. Your national agency can provide you with more information about such opportunities.
- [Erasmus+ project results platform](#) – this is a public information tool, hosting interesting content on the programme and its funded projects (project summaries, work in progress, etc.).

Upload your project products (programmes, research reports, etc.) to the platform and they will be available to other European organisations, showcasing best practice in Erasmus+.

Keep in mind that other organisations or stakeholders are **as interested in the process** that led to the learning outcomes as they are in the outcomes themselves.

For example, they will want to know the key factors that enabled your organisation to achieve the outcomes.

## 4. Follow-up phase – reporting

### a. Reporting requirements for returning learners and the sending organisation

- **Project report – by the sending organisation**

Reporting for Erasmus+ mobility projects is done in the online tool called the Beneficiary Module. In this tool the contact person at the sending organisation registers the activities that have taken place under the project.

**The project report must be submitted within 60 days from the end of the project period.**

- **Participant reports**

After an Erasmus+ activity is completed, the participant is asked to fill in an online feedback survey – a 'participant report'.

The form is sent automatically from the Beneficiary Module in the form of an e-mail, with a link to the survey form.

For groups of learners, the feedback survey is sent to the primary accompanying person, who reports about the experience for the group.

The email is not sent until:

1. the stay abroad is finished
2. the stay has been registered in the Beneficiary Module (status "Complete")
3. the participant's e-mail address is registered correctly.

If these conditions are met and the report has still not been sent, you should contact the participant.

Participants should check their email thoroughly, including spam folders.

**Completing the participant report is obligatory and is a shared responsibility of the adult learner (or the accompanying person) and the sending organisation, as specified in the grant agreement.**

The participant reports are an important part of the project report, as the replies from the different participants will be aggregated and included in the report.

**If learners do not reply to the survey, the evaluation score for the project in the final report will be lower.**

The participant reports are also a valuable tool for how your organisation could run further Erasmus+ projects in future.

It is highly recommended that once the learner is back from their stay abroad the project contact person tries to follow up by reporting.

If learners find it difficult to fill-in the survey, assistance of the accompanying persons should be available.

To ensure sufficient numbers of participants respond to the survey, it is highly recommended to inform learners about this obligation and explain its importance before their stay abroad starts.

## XII. Good practice examples

Good practice examples showcase high-quality standards and exemplary performance in the implemented projects. It illustrates what can be achieved with the right approach, resources and commitment.

It can also provide inspiration for organisations seeking ideas on how to design and implement their own Erasmus+ project.

While there are numerous advantages of learning abroad for adult learners, it is essential to consider individual circumstances, including financial constraints, family responsibilities and personal goals.



Learners should carefully weigh the costs and benefits of international learning experiences and the organisations should plan it accordingly.

1. To make your project beneficial for adult learners, it is important to consider how you can:

- create a strong sense of community among learners
- properly address disparity or anxiety – everyone matters
- create a sense of reliability- each learner can rely on other learners or on trainers or accompanying persons
- create a positive perception of the challenges, to enable learners to step outside their comfort zones, promoting personal growth and development
- maintain good communication with learners during their stay
- prepare learners to understand and appreciate different cultures, customs and perspectives
- Give learners the overall view that learning is valuable

Selected projects as good practice examples:

<b>Erasmus+ project</b> Group stay by adult learners	<b>Number of participants:</b> 10 plus 4 accompanying persons
<b>Country of sending organisation:</b> Germany	<b>Hostingorganisation</b> Goethe Institute in Barcelona, Spain
<b>Duration of the stay</b> 5 days	

<p><b>Subject(s) covered</b> – social inclusion and life skills</p> <p>Integration of refugees.</p> <ul style="list-style-type: none"> <li>● Adult learners (refugees) learned German language, cultural, geographical and historical aspects. They also followed an integration training and visited another group of refugees in Barcelona.</li> </ul>
<p><b>Short description of the project and tips</b></p> <ul style="list-style-type: none"> <li>● <b>Activities</b> – cultural experiences, museums’ visits, geocaching activity (“German traces in Barcelona”) organised by the host organisation; learning and study visits during a German language course in the Goethe institute; debates and workshops on European added value between staff and learners of the Goethe institute.</li> <li>● <b>Testimonials</b> – the visits were very successful for the learning outcomes, as the interaction with other learners made participants realise that most people learning German language face the same problems.</li> </ul> <p>Moreover, the learners shared their experience in overcoming their own reservations and prejudices. The group was particularly creative as regards the techniques and methods to tackle stereotypes, biases, and misconceptions about certain groups of people. For example, the learners considered that self-reflection, further learning, interaction and building relationships, training on cultural awareness and seeking professional help are all key to help refugees settle in their new home.</p> <ul style="list-style-type: none"> <li>● <b>Recommendation from the sending organisation</b> – a group of adult learners should be accompanied by enough accompanying persons from the sending organisation (at least one educator and one person responsible for managing the learning activities).</li> </ul>

<p><b>Erasmus+ activity</b></p> <p>Group stay by adult learners</p>	<p><b>Number of participants</b></p> <p>2 plus 1 accompanying person</p>
<p><b>Country of sending organisation</b></p> <p>Portugal</p>	<p><b>Hostingorganisation</b></p> <p>An NGO, the Hague, the Netherlands</p>
<p><b>Duration of the stay</b></p> <p>3 days</p>	
<p><b>Subject(s) covered</b> – active citizenship / interpersonal skills / cultural awareness</p> <p>The project theme was “<b>Our freedoms</b>” which sought to learn about and reflect on the European institutions and their role in guaranteeing and defending freedoms, considering the current context in which we live (war in Ukraine, the refugee crisis, migration, pandemic, etc.)</p>	
<p><b>Short description of the project and tips:</b></p> <ul style="list-style-type: none"> <li>● <b>Activities in the project</b> – learners who attend secondary-level EFA (adult education and training) courses or modular training courses for adults participated in training modules on Citizenship and Professionalism and Culture, Language and Communication in the hosting organisation.</li> </ul> <p>The activities included: a hearing at the International Court of Justice, based in the Palace of Peace (Carnegie Foundation), a guided visit to the Tweede Kamer (Parliament of the Netherlands) and to museums. Learners also participated in discussions with other learners from Germany, France and the Netherlands.</p> <ul style="list-style-type: none"> <li>● <b>Testimonials</b> – the project aimed to reinforce participants’ know-how: knowledge, skills assertiveness, effective communication, creative and/or critical thinking and, simultaneously, the development of linguistic and intercultural skills.</li> </ul> <p>The activities enabled the learners to develop their linguistic, intercultural, and interpersonal skills. The project made it possible for learners to encourage democracy and active citizenship, develop the learners’ critical spirit, promote the values of tolerance and the culture of peace, promote knowledge of the European institutions, interact with learners from other European countries and develop a will to learn further, especially for IT skills and foreign languages.</p> <p>The greatest benefit of the project was involving adults from a disadvantaged background (who had never left their places of origin due to their professional and/or family context) to travel and connect with other situations, cultures or languages.</p> <ul style="list-style-type: none"> <li>● <b>Recommendation from the sending organisation</b> – Europass Mobility is a very good tool for recognising the learning outcome and further motivating the learners. Even very small promotion and communication activities had a very good impact, especially in promoting the role of adult education at local level. It also attracted other adult learners to benefit from the training offered at our organisation.</li> </ul>	

<b>Erasmus+ activity</b> Group stay by adult learners	<b>Number of participants</b> 2 adult learners (should have been 3) + 2 accompanying persons
<b>Country of sending organisation:</b> Valo Valmennus Finland	<b>Hostingorganisation:</b> Spain/Loja Escuela Oficial de Idiomas de Loja
<b>Duration of the activity:</b> 2 days + 2 days of travelling time	
<b>Subjects covered</b> – life skills The Finnish organisation Valo Valmennus focuses on adults who experience difficulties in daily life and very often have criminal records, being addicted to alcohol or drugs or suffering from mental health issues.	
<b>Short description of the project and tips:</b>	
<ul style="list-style-type: none"> <li>● <b>Activities in the project</b> – dedicated training (language, independence skills and IT).</li> <li>● <b>Testimonials</b> – the project had a particular impact on one participant, a 60-year-old person who had never travelled by plane before. The person had faced a lot of difficulties in life but has found a balance now. With the support paid to participants (based on the reimbursement of the real costs) the participant got a new pair of shoes, because the only pair (s)he owned was worn out. The person was very enthusiastic that his/her dreams came true – travelling and having something new. This experience was so positive for the participant that the person has now decided to study in a vocational school.</li> <li>● <b>Recommendation from the sending organisation</b> – the number of adult learners to send abroad should also depend on the number of available accompanying persons. A group of 3-4 learners is best. In our case a two-day stay was too short. A week (5 learning days+ 2 travelling days) would be better. We also faced a strike by the airline company we travelled with, so the visit was shorter than planned and the group had to be placed on different flights. It is key that there are enough accompanying persons. Inclusion support for participants is a very good tool to prepare adult learners for a stay abroad, so it should really be used.</li> </ul>	

<b>Erasmus+ activity</b> Group stay by adult learners	<b>Number of participants</b> 20 plus 2 accompanying persons
<b>Country of sending organisation</b> Czech Republic	<b>Hostingorganisation</b> Otvorená Hra o. z. Slovakia
<b>Duration of the activity:</b> 7 days	
<b>Subjects covered</b> – inclusion and diversity, participation in democratic life Learners' aged 60+ with low digital skills took part in training with the goal of improving their media literacy and critical thinking.	
<b>Short description of the project and tips:</b>	
<ul style="list-style-type: none"> <li>● <b>Activities in the project</b> – older learners (aged 60+) from Czechia learnt through non-formal education techniques about media literacy, disinformation, fake news, safety on the internet and digital communication tools in the hosting organisation. A project activity was implemented by 2 experienced trainers experienced in psychology and adult education from Slovakia. In addition, 2 trainers from the sending organisation also helped the learners to be included in the activities.</li> <li>● <b>Testimonials</b> – the learners were very motivated to participate in the training as it helped them with their mental wellbeing and social engagement. They have started to feel less disconnected and more able to access information easily.</li> <li>● <b>Recommendation from the sending organisation</b> – try to organise the learning project between organisations from countries with the same or a similar language. For example, the similarity between Czech and Slovak enabled learners with limited foreign language skills to participate actively.</li> </ul>	

For more good practice examples or other questions, visit the website of your national agency.

## XIII. Annex - Agreement between sending and host organisations

### Annex 1. Agreement between sending and hosting organisations

- Purpose of the agreement

This agreement establishes the commitments agreed between the sending and hosting organisations and forms the framework for cooperation to organise learning activities under the Erasmus+ programme.

Parties in the agreement commit to complying with the programme’s rules and the Erasmus quality standards.

- Organisations signing the agreement

The agreement is concluded between the sending organisation and the hosting organisation for Erasmus+ Key Action 1 projects.

#### **[Option 1: Sending organisation] [Option 2: Organisation 1]** <sup>(5)</sup>

Organisation name:	[Full legal name of the sending organisation]
OID	[OID number]
Address:	[Full address, including country, city and post code]
Contact person:	Name:
	Position:
Email address:	
Telephone number:	

#### **[Option 1: Host organisation] [Option 2: Organisation 2]**

Organisation name:	[Full legal name of the sending organisation]
Address:	[Full address, including country, city and post code]
Contact person:	Name:
	Position:
Email address:	
Telephone number:	

<sup>(5)</sup> [Please chose the corresponding option according to your type of partnership:  
 • Option 1 – one-way exchange. This option is applicable when only one of the two organisations is receiving funding under the Erasmus+ programme and thus the sending and hosting roles do not change.  
 • Option 2 – two-way exchange. This option is applicable when both organisations are receiving Erasmus+ funding and both act as sending and hosting organisations.]

### **Validity period of the agreement**

Time frame	Academic year
Start of validity	[Indicate the year e.g. 2023/2024 ]
End of validity	[Indicate the year e.g. 2026/2027]

### **Arrangements for the preparation of activities**

The parties have agreed that the following arrangements should be respected during the organisation of the Erasmus+ activities:

[Add or remove provisions as needed]

#### *Practical arrangements*

Both parties to the agreement will ensure a high standard of safety and protection for participants and will comply with all applicable legislation.

[This is not an exhaustive list of tasks. You can expand or change the rules below if some of the listed tasks or additional ones are delegated to another organisation]

- **Travel arrangements** – the travel dates are agreed between both organisations. The sending organisation is responsible for purchasing travel tickets for the participants.
- **Accommodation arrangements** – the sending organisation is responsible for arranging quality accommodation for participants and for the finances related to this. The hosting organisation helps in this task by checking any potential premises and completing other logistic and administrative tasks that need to be done in the host country.
- **Visa requirements** – the sending organisation ensures that the participants acquire the necessary travel permits for the stay.
- **Insurance coverage** – the sending organisation ensures that participants have appropriate insurance coverage. The hosting organisation helps in this task by providing the necessary information.

Even if the above tasks are distributed between both organisations, **the sending organisation remains ultimately responsible** for checking the proper completion of the tasks.

#### *Financial support*

[The organisational support covers the costs incurred by both sending and hosting organisations (except for staff attending training abroad).

The allocation of the grant between the two organisations must be agreed by the organisations.

The organisational support received is divided as follows:

- **long stays** – the hosting organisation receives [X]% of the grant for each hosted participant.

- **short stays** – the hosting organisation receives [X]% of the grant for each hosted participant.

This division is just a recommendation. Organisations may agree on other splits or arrangements – for example it could be agreed that some of the expenses on the hosting side are paid directly by the sending school.

### *Preparing participants*

All participants must receive appropriate preparation as regards the practical, professional and cultural aspects of their stay in the hosting country. Preparation activities are shared between the two organisations.

The standard tasks for preparing each participant are:

- for long stays by individuals, the sending organisation provides a structured pre-departure training for all participants.
- [Add a detailed list of tasks to be carried out by each organisation in the preparation of the stay]

### *Monitoring, mentoring and support*

The **sending organisation** identifies a responsible person for each learning activity, to follow participants' progress and provide content or practical support from the sending organisation.

The **hosting organisation** identifies a person responsible for:

- introducing participants to their activities and tasks in the hosting country,
- helping them integrate into the daily routines and the social context,
- providing practical support,
- monitoring their learning progress,
- helping them achieve the expected learning outcomes.

On both the sending and hosting side, there is a:

- mentor (main content supervisor),
- contact for administrative matters
- emergency contact

**These responsibilities can be held by the same or different persons.**

Mentors monitor and supervise participants closely and interact with them daily.

### *Linguistic support*

The sending organisation is responsible for ensuring appropriate language training for participants.

When relevant, the dedicated financial support for language training will be shared between both organisations.

### ***Defining, evaluating and recognising learning outcomes***

For individual learning activities, the target learning outcomes of the stay are agreed between the sending and hosting organisations and the individual participants.

The hosting organisation then systematically evaluates the learning outcomes of the participants.

The sending organisation then appropriately recognises the formal, informal and non-formal learning outcomes and other results achieved by the participants.

Available European and national tools should be used for recognition when possible (e.g. Europass Mobility).

In addition, for individual stays, the sending organisation commits to ensure transparency regarding the reintegration arrangements before participant depart.

[If relevant, organisations can standardise some of the evaluation and recognition procedures. Organisations may also need to seek advice from the recognition authorities. The following table is only one of the possible examples]

### *Recognition system and specific procedures*

Erasmus+ stays abroad for the equivalent of an academic year will comply with the agreed recognition system according to the following equivalences between the two national education systems.

Level in the European Qualifications Framework (EQF)	Sending organisation	Host organisation
EQF[n°]	adult education: Title of the qualification /profession or programme: [in the educational system of the country of origin]	for adult education: Title of the qualification /profession or programme: [in the educational system of the country of origin]
[Add rows as necessary]		

<sup>(6)</sup> [More information at: <https://europa.eu/europass/en/description-eight-efq-levels>]

### Participants from a disadvantaged background

[All sending and hosting organisations are committed to trying to involve people from a disadvantaged background in their projects and to ensure that they receive the support they need to have a positive and enriching experience.

Erasmus+ provides specific financial support for this. Where the hosting organisation bears costs to ensure full participation by such participants, the inclusion support grant should also be shared with them accordingly.

In addition, where the stay for such participants is at least 1 month, Erasmus+ offers the possibility to include them in a preparatory visit together with their teachers or other staff. Having this preliminary contact with their host organisation and country can help reassure the participant, and prepare them mentally, as well as practically]

And when relevant for preparing an activity for disadvantaged participants (even those staying less than 1 month), the sending and hosting organisations will jointly organise a preparatory visit to the hosting organisation.

The sending and hosting organisations guarantee the necessary support, tailored to the needs of each disadvantaged participant, to ensure they have a high-quality experience. The sending organisation is responsible for paying any expenses related to this individualised support.

### Additional rules

[Introduce here any other provisions, such as a reference to the protocols to follow in case of emergencies. If no additional provisions apply, please indicate 'Not applicable'.]

### Signatures

The signatories confirm that they understood and approve the content of this agreement.

For sending organisation	
Full name:	
Position:	
Date and place:	
Signature:	

For hosting organisation	
Full name:	
Position:	
Date and place:	
Signature:	





