In this document, the organizational framework for Erasmus+ plus is explained, followed by main actions that can be funded by the Erasmus+ and other schemes.

**Organisational framework**

To be eligible for Erasmus+ funding, institutions must have European charter for higher education. Subsequently, they can apply for a variety of Erasmus+ plus actions at their national agency.

**European Charter for Higher Education (ECHE)**

An accreditation granted by the European Commission giving the possibility to higher education institutions from EU Member States and third countries associated to the Erasmus + Programme to be eligible to apply and participate in learning mobility and cooperation activities under Erasmus+.

The Charter outlines the fundamental principles an institution should adhere to in organising and implementing high quality mobility and cooperation. It states the requisites the institution agrees to comply with in order to ensure high quality services and procedures, as well as the provision of reliable and transparent information.

**National agencies**

Each EU Member State has appointed one or more National Agencies (for the contact details, please consult the following link: ...)
These National Agencies promote and implement the Programme at national level and act as the link between the European Commission and participating organisations at local, regional and national level. It is their task to:
- provide appropriate information on the Erasmus+ Programme;
- administer a fair and transparent selection process for project applications to be funded in their country;
- monitor and evaluate the implementation of the Programme in their country;
- provide support to project applicants and participating organisations throughout the project life-cycle;
- collaborate effectively with the network of all National Agencies and the European Commission;
- promote and ensure the visibility of the Programme;
- promote the dissemination and exploitation of the results of the Programme.

The National Agencies can organize coordination meetings with all accredited higher education institutions to discuss national agreements related to operational and financial aspects of the Erasmus+ programme, including possible national complementary funding.

**Exchange of students (Erasmus+ blended mobility scheme)**

In the Erasmus+ programme, it is required that the **mobility takes physically place** in another country than the country of residence, **possibly combined with a longer period of virtual participation**. It may take the form of study and traineeships or apprenticeships and may include preparatory activities, such as training in the host language, as well as follow-up activities.

The duration of physical student mobility can range from 2 to 12 months. Any student, may combine a shorter physical mobility with a **virtual component**. In addition, any student may participate in **blended intensive programmes**. In these cases, **physical mobility must last between 5 days and 30 days** and be combined with a compulsory virtual component facilitating collaborative online learning exchange and teamwork. A blended mobility for studies must award a minimum of **3 ECTS credits**. Virtual mobility is defined as a set of activities supported by ICT, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching and learning.

**Funding:**

Erasmus+ Mobility for the exchange of students

**Mobility windows (Erasmus+ blended mobility scheme) in networked curricula**

A **mobility window** consists of a coherent package of courses, focusing on knowledge and skills in a specific domain, which maybe are not organized in other universities within a partnership. Based on a bilateral or multilateral agreement, each of the partner universities can send students to different mobility windows in the network. As a result, the curricula of all partners can be expanded and enriched. Window mobility can be organized face-to-face or digitally (blended, synchronous hybrid-multicampus, online distance), depending on the organizing university.

The courses are awarded with ECTS credits like in the classical exchange of students.
Also, **double degrees** can be awarded when a substantial mobility window at the host university is followed, e.g. 15-30 ECTS for a master course, depending on the policies of the universities concerned.

**Networked mobility** can be supported through usual mobility agreements or a consortium agreement in the Erasmus+ program. It can also be support within an Erasmus+ partnership for cooperation.

The learning agreement with the student concerns the mobility window/course package to be followed at universities within the network.

**Funding:**

- See above Erasmus+ Mobility for the exchange of students
- Erasmus+ Partnerships for Collaboration

**Blended Intensive programmes (Erasmus+ intensive programmes)**

By enabling new and more flexible mobility formats that combine physical mobility with a virtual part, blended intensive programmes aim at **reaching all types of students** from all backgrounds, study fields and cycles.

Groups of higher education institutions will have the opportunity to organise short blended intensive programmes of learning, teaching and training for students and staff. During these blended intensive programmes, groups of students or staff will undertake a **short-term physical mobility abroad combined with a compulsory virtual component facilitating collaborative online learning exchange and teamwork.** The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes.

Examples can be: blended think tanks, projects, case studies, webinar or virtual classroom series, citizen science activities, blended lab or field practices, challenge-based learning activities, etc.

In addition, blended intensive programmes can be open to student and staff from higher education institutions outside the partnership. Blended intensive programmes build capacity for developing and implementing innovative teaching and learning practices in the participating HEIs.

Blended intensive programmes for students and staff must comprise a short-term physical mobility abroad combined with a compulsory virtual component facilitating a collaborative online learning exchange and teamwork. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes.

Blended intensive programmes have to award at least 3 ECTS credits for students. The minimum number of participants in a blended intensive programme is 15 (not including teaching/training staff involved in the delivery of the programme) in order for the programme to be eligible for funding.

**Duration and funding:**

Physical mobility from 5 days to 30 days of programme duration. No eligibility criteria is set for the duration of the virtual component but the combined virtual and physical mobility must award a minimum of 3 ECTS credits for students.
Only the organizational cost is covered. The individual support and, when applicable, travel support to participants for the physical activity is provided by the sending organisation (and the receiving HEI in the case of invited staff from enterprises).

**Teaching staff mobility: a teaching period**

A **teaching period** abroad at a partner higher education institution. The teaching period abroad enables any **teaching staff** at a higher education institution or staff from enterprises to teach at a partner higher education institution abroad. Staff mobility for teaching can be in any study field. A staff mobility period abroad can be carried out as blended period. *The teaching period can also contain the preparation of courses.*

**Funding and conditions:**

From 2 days to 2 months, excluding travel time. In the case of invited staff from enterprises, the minimum duration is 1 day.

A teaching activity has to comprise a minimum of **8 hours of teaching** per week (or any shorter period of stay). If the mobility lasts longer than one week, the minimum number of teaching hours for an incomplete week should be proportional to the duration of that week. The following exceptions apply: there is no minimum number of teaching hours for invited staff from enterprises; *if the teaching activity is combined with a training activity* during a single period abroad, the minimum number of hours of teaching per week (or any shorter period of stay) is reduced to **4 hours**

**All staff mobility: a training period**

A **training period** abroad at a partner higher education institution, enterprise or any other relevant workplace. The training period abroad enables any **staff** at a higher education institution to take part in a training activity abroad that is relevant to their day-to-day work at the higher education institution. It may take the form of training events or job shadowing. A staff mobility period abroad can combine teaching and training activities. Any teaching or training period abroad may be carried out as a **blended mobility**.

**Funding and duration:**

From 2 days to 2 months, excluding travel time. In the case of invited staff from enterprises, the minimum duration is 1 day.

**Digital joint master’s programme (blended mobility)**

In the context of an international joint study programme, it is recommended to deliver a *“joint diploma supplement”* covering the entire programme and endorsed by all the degree awarding universities.

For the design of joint master’s, see: the EADTU Guidelines “Models and Guidelines for the Design and Development of Joint Master’s Programmes in Higher Education”

**Funding:**

See above:  
Erasmus+: student mobility
Erasmus+: staff mobility
Erasmus+: blended intensive programmes
Erasmus+: partnerships for collaboration
Erasmus Mundus joint masters action: physical mobility is required

Digital joint doctoral programme (blended mobility)

To better meet the diverse learning and training needs of doctoral candidates and to ensure equal opportunities, doctoral candidates and recent graduates (‘post-docs’) can undertake short-term or long-term physical study or traineeship mobility periods abroad. Adding a virtual component to the physical mobility is encouraged.

Funding:

See above:
- Erasmus+: student mobility
- Erasmus+: staff mobility
- Erasmus+: blended intensive programmes
Erasmus+: Partnerships for Collaboration
Marie Skłodowska-Curie Actions

Joint microcredential course (with staff and student mobility)

For the design and development of joint micro credential courses, see the EADTU guidelines: “Models and guidelines for the design and development of micro-credential courses and microlearning units in higher education”

Funding:

To be discussed with national agencies:
- Erasmus+: student mobility
- Erasmus+: staff mobility
- Erasmus+: blended intensive programmes
Cooperation partnerships
Alliances for Innovation:
- Alliances for innovation and enterprises
- Alliances for sectoral collaboration and skills

Joint microcredential programme with staff and student mobility
- consisting of existing courses
- consisting of newly developed courses

For the design and development of joint micro-credential programmes, see the EADTU guidelines: “Models and headlines for the design and development of micro credential programmes in higher education”.

Funding:

To be discussed with national agencies:
- Erasmus+: student mobility
- Erasmus+: staff mobility
- Erasmus+: blended intensive programmes
Cooperation partnerships
Alliances for Innovation:
- Alliances for innovation and enterprises
- Alliances for sectoral collaboration and skills

Virtual exchange in higher education

Virtual exchanges projects consist of online people-to-people activities that promote intercultural dialogue and soft skills development. They make it possible for every young person to access high-quality international and cross-cultural education (both formal and non-formal) without physical mobility. While virtual debating or training does not fully replace the benefits of physical mobility, participants in virtual exchanges ought to reap some of the benefits of international educational experiences.

Virtual exchanges take place in small groups and are always moderated by a trained facilitator. They should be easily integrated into youth (non-formal education) projects or higher education courses. Virtual exchanges can draw participants from both sectors, even if, depending on specific projects, they could involve participants from either only one of them or from both.

The action will aim at:
- encouraging intercultural dialogue with third countries not associated to the Programme and increasing tolerance through online people-to-people interactions, building on digital, youth-friendly technologies;
- promoting various types of virtual exchanges as a complement to Erasmus+ physical mobility, allowing more young people to benefit from intercultural and international experience;
- Enhancing critical thinking and media literacy, particularly in the use of internet and social media, such as to counter discrimination, indoctrination, polarization and violent radicalisation;
- fostering the digital and soft skills development of students, young people and youth workers, including the practice of foreign languages and teamwork, notably to enhance employability;
- promoting citizenship and the common values of freedom, tolerance and non-discrimination through education;
- strengthening the youth dimension in the relations of the EU with third countries.

Virtual Exchanges in Higher Education and Youth projects last 3 years.

Funding:

The EU grant per project will be of a maximum of 500,000 €, with EUR 200 as maximum investment per participant (i.e. a project of 500,000 € would have to reach at least 2,500 participants). The grant awarded may be lower than the amount requested.

Other funding opportunities

Examples of other funding opportunities are:
- the European Social Fund
- the European Recovery Fund
These should be specifically mentioned for qualifications that so far have not yet been recognized in education or vocational training systems or experimental programmes, for example uncredited micro-degrees. Possibly national differences have to be taken into account.