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2. European Action programmes 2014-2020 per sector

2.3 Education – Training – Youth

2.3.1 Erasmus Plus

PROGRAMME/CALL	Erasmus+ Programme 2014/2020
Programme	Erasmus+, the new European Programme which promotes activities related to education, training, youth and sport for the period 2014-2020.
General objectives	<p>Erasmus+ combines the old programmes LLP (Grundtvig, Erasmus, Leonardo, Comenius, Traversal), Erasmus Mundus, Tempus, Alfa, Edulink, Jean Monnet, bilateral Programmes and Youth in Action.</p> <p>Erasmus+ shall contribute to achieve the following general objectives:</p> <ul style="list-style-type: none"> • the objectives of the Europe 2020 strategy, including the headline education target. It aims at reducing the rates of early school leaving below 10% and at least 40% of 30-34-year-olds completing third level education by 2020; • the objectives of the strategic framework for European cooperation in education and training ('ET 2020'), including the corresponding benchmarks; • the sustainable development of partner countries in the field of higher education; • the overall objectives of the renewed framework for European cooperation in the youth field (2010-2018); • the objective of developing the European dimension in sport, in particular grassroots sport, in line with the Union work plan for sport; • the promotion of European values in accordance with Article 2 of the Treaty on European Union. <p>In particular, the new Programme Erasmus+ intends to operate successfully in the field of education, training, youth and sport to promote formal and non-formal learning as a source of employment and growth. The contexts in which the Programme operates are related to:</p> <ul style="list-style-type: none"> • the promotion of excellence in education and vocational training through the development of individuals mobility in order to strengthen cross competencies and to increase the employability of young people and not only; • the incentive to the sharing of innovation and good practices at European level through transnational actions such as strategic partnerships to achieve a uniform level of development; • the support for policy reforms on the issues of interest

	<p>promoted by the dialogue with decision-makers and the participation of young people in society;</p> <ul style="list-style-type: none"> • the support for teaching and research on European integration matters, thanks to Jean Monnet Action; • the promotion of popular/grassroots sport to enhance sports culture and healthy lifestyles.
Types of projects funded	<p>Erasmus+ finances different types of activities based on each category of Action, from transnational mobility of staff, students and young people as exchanges, European Voluntary Service (EVS), university attendance in other countries etc., up to activities that promote the development and the implementation of innovative practices in education, training and youth and the strengthening of cooperation between organizations for the sharing of such practices through structured dialogue. Moreover, Erasmus+ promotes projects with a strong international dimension fostering cooperation with Partner Countries notably in the sectors of higher education and youth to enhance harmonious development in these fields worldwide.</p> <p>In addition to that, the new Programme aims to support research and teaching of subjects related to European integration though Jean Monnet Action and the promotion of sport as an occasion to encourage the European dimension, combat racism and threats such as doping and match-fixing.</p> <p>Since it is possible to implement very different kind of Actions, the partnership differs according to the various types of project.</p> <p>In general, the minimum number of partners required is 3: the applicant and 2 partners, all of them from different eligible countries. Nevertheless, for some projects often related to Key Action 1, only 2 partners are necessary (or even 1 in some cases) up to the requirement of having a minimum of 12 partners from different eligible countries with regard to Not-for-profit European sport events in the Sport Action.</p>
Eligible activities	<p>The projects that can be funded under the Erasmus+ concern several Actions:</p> <p><u>Key Action 1 – Mobility of individuals:</u></p> <ul style="list-style-type: none"> - <i>Mobility project in the field of education, training and youth</i> – referring to mobility for school staff, students, young people and youth workers taking the form of traineeships, apprenticeships, youth exchanges, volunteering, teaching or participation in a professional development activity, and it may include preparatory activities, such as training in the host language, as well as sending, hosting and follow-up activities; - <i>Joint Master Degrees</i> - aimed at young people who intend to obtain a joint master degree abroad, as an integrated study programme offered by at least two higher education institutions resulting in a single degree certificate, with the

	<p>possibility to obtain financial facilities through the instrument of student loan guarantee;</p> <ul style="list-style-type: none"> - <i>Large scale European Voluntary Service events</i> - to promote volunteer projects on a large scale in European events in the world or in the field of youth, culture and sport. <p><u>Key Action 2 – Cooperation for innovation and the exchange of good practices</u></p> <ul style="list-style-type: none"> - <i>Strategic partnership in the field of education, training and youth</i> - established among education/youth organizations and/or other relevant actors to develop joint initiatives, exchange of experiences, know-how and peer learning. - <i>Knowledge alliances</i> - between higher education institutions and the world of work aimed at promoting creativity, innovation, work-based learning and entrepreneurship by offering relevant learning opportunities, including developing new curricula and pedagogical approaches; - <i>Sector skills alliances</i> - between education and training institutions and businesses to promote employability, creating new programmes for specific sectors or cross sectors, developing innovative ways of vocational education and training, applying the tools of the EU for the transparency and recognition. - <i>IT support platforms</i>, covering all education and training sectors, including in particular eTwinning, allowing peer learning, virtual mobility and exchanges of good practices and opening access for participants from neighbourhood countries. - <i>Capacity building in the field of higher education and youth</i> – related to regional integration, exchange of knowledge and support to the processes of modernization through international partnerships between higher education institutions from EU and the Partner Countries. In particular it foresees activities such as peer learning and joint projects, as well as the promotion of regional cooperation and the National Information Offices, especially with European Neighbourhood countries. <p style="text-align: center;">-</p> <p><u>Key Action 3 – Support for policy reform</u></p> <ul style="list-style-type: none"> - <i>Knowledge in the fields of education, training and youth</i> - involving evidence gathering, analysis and peer learning. In particular: thematic and country-specific expertise, studies on policy issues and reforms, including the activities carried out by the Eurydice network; support to the participation of countries in European/international surveys aimed at monitoring specific trends and developments, including the evolution of language competences development in Europe; EU Presidency events, conferences and high-level meetings; exchanges of experience and good practice and peer reviews; support to the implementation of the Open
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	<p>Methods of Coordination.</p> <ul style="list-style-type: none">- <i>Prospective initiatives</i> - to stimulate innovative policies development among stakeholders on: forward-looking cooperation projects on policy development, led by major stakeholders; European policy experimentations, led by high-level public authorities and involving field trials in several countries based on sound evaluation methods.- <i>Support to European policy tools</i> – in particular:<ul style="list-style-type: none">o Transparency tools (skills and qualifications), to facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, foster quality assurance, support skills management and guidance. This Action will also include networks providing support for the implementation of those tools;o Skills intelligence for the development and support of European tools such as the EU Skills Panorama – online platform;o Networks supporting specific policy areas such as literacy and adult learning, as well as youth work and youth information (SALTO and Eurodesk);o Dedicated higher education tools – development and support to tools such as U-Multirank, support to the Bologna Process or to the external dimension of higher education; the national teams of Higher Education Reform Experts in neighbourhood and enlargement, as well as Russia and Central Asia;o Dedicated VET tools for the implementation of the VET Mobility Charter, to increase the quality level of organised mobility, and to support the National Authorities on apprenticeships in increasing the quality and supply of apprenticeships throughout Europe.- <i>Cooperation with international organizations</i> - such as the OECD and the Council of Europe. This Action will also foster policy dialogue with Partner Countries as well as the promotion of the international attractiveness of European higher education in the world. It will also support the network of Higher Education Reform Experts in Partner Countries neighbouring the EU and the international alumni associations.- <i>Stakeholder dialogue, policy and Programme promotion</i> - including:<ul style="list-style-type: none">o Civil Society Cooperation supporting European NGOs and EU-wide networks in the fields of education, training and youth through a specific call for proposals managed by the Executive Agency;o public events, meetings, debates and consultations with policy makers and stakeholders on relevant policy issues (such as the Education, Training and Youth Forum or the European Youth Week);
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	<ul style="list-style-type: none"> ○ Structured Dialogue in the youth field, including the support to National Working Groups as well as meetings promoting dialogue between young people and decision-makers; ○ awareness-raising, information and dissemination activities on policy outcomes and priorities, on the Erasmus+ Programme, its results and its potential synergies with other EU programmes, in particular the European Structural and Investment Funds. <p><u>Jean Monnet Activities</u> - promotion of teaching and research on European integration in the world, in particular through support for the establishment of Jean Monnet Chairs, teaching modules relating to the history of European integration and other academic activities, as well as by providing aid for other knowledge-building activities at higher education institutions;</p> <ul style="list-style-type: none"> - <i>Jean Monnet Modules</i> - <i>Jean Monnet Chairs</i> - <i>Jean Monnet Centres of Excellence</i> - <i>Jean Monnet support to institutions and associations</i> - <i>Jean Monnet Networks (policy debate with the academic world)</i> - <i>Jean Monnet Projects (policy debate with the academic world)</i> <p><u>Sport</u> - financed activities related to sport to encourage integration among young people and not only, fostering participation in sport and physical activities and the creation of European sport events.</p> <ul style="list-style-type: none"> - <i>Collaborative partnership</i> - innovative projects that provide the realization of a partnership to share, develop or implement innovative approaches in the sport sector, aiming at social inclusion and fight against violence, doping and racism. - <i>Not-for-profit European sport events</i> - creation of transnational sport events, or national events held simultaneously in several European countries by no-profit organizations or public bodies active in the field of sport.
Eligible organizations	<p>The specific conditions for participating in an Erasmus+ project depend on the type of Action concerned.</p> <p>In general, eligible participants are public or private bodies active in the fields of education, training, youth and sport, such as public authorities at local, regional and national level; non-profit organizations; NGOs, youth, sports and other type of organizations, schools and higher education institutions, research centers, etc.</p> <p>Under some Actions of the Programme. informal groups of young people involved in youth activities seeking access to finance in the youth field are also eligible.</p>

<p>Eligible countries</p>	<p>The Erasmus+ programme is open to the participation of the entities listed above established in one of the following countries:</p> <ul style="list-style-type: none"> • the 28 EU Member states; • the EFTA / EEA countries (Iceland, Liechtenstein, Norway); • EU candidate countries (Turkey, the former Yugoslav Republic of Macedonia). <p>In some Actions are applications from organizations of the following countries, known as "Partner Countries" are also eligible:</p> <ul style="list-style-type: none"> • the Swiss Confederation, whose participation is subject to the conclusion of a bilateral agreement. At the moment it has to be considered a Partner Country until further notice; • Member of the European Neighbourhood Policy (categories 1 to 4 in the Guide: ENP countries include the area of the Mediterranean countries: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia; Balkan countries: Albania, Bosnia and Herzegovina, Kosovo , Serbia and Montenegro, the countries of Eastern Europe and the Caucasus: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraineas recognised by international law and Territory of Russia as recognised by international law); • any other Partner Country in the world (categories 5 to 12 in the Guide) <p>This situation is constantly changing and it is therefore necessary to consult the Programme website for updates.</p>
<p>Duration</p>	<p>The Programme Erasmus+ shall be implemented for the period from 1st January 2014 to 31st December 2020.</p> <p>The funded projects have a variable duration, starting from few days up to 3 years, depending on the characteristics of each call.</p>
<p>Budget</p>	<p>Erasmus+ has an indicative budget of 14.7 billion EUR (14 774 524 000 EUR in current prices) for the new programming period 2014-2020.</p> <p>For 2015 the amount available corresponds to 1.736,4 billion EUR, allocated as follows:</p> <ul style="list-style-type: none"> • Education and training: 1.536,5 million EUR; • Youth: 171,7 million EUR; • Jean Monnet: 11,4 million EUR; • Sport: 16,8 million EUR. <p>The amount of contributions is diversified depending on the various types of project: it is possible to realize projects with a limited economic investment and projects with a higher budget requiring a proportionally more substantial co-financing.</p>

<p>Deadlines</p>	<p>The deadlines for submitting applications differ depending on the Actions, covering a period from 14th March 2014 for Actions in the field of Sport - Not-for-profit European sport events - up to 1st October 2014 for several Actions in the Youth field. In particular, the deadlines are listed below:</p> <p><u>Key Action 1 – Mobility of individuals:</u></p> <ul style="list-style-type: none"> - Mobility project in the field of education, training and youth (all): 4th March 2015 - Mobility project exclusively in the field of youth: 4th February 2015, 30th April 2015 and 1st October 2014. - Joint Master Degrees: 4th March 2015 - Large scale European Voluntary Service events: 3rd April 2015 <p><u>Key Action 2 – Cooperation for innovation and the exchange of good practices</u></p> <ul style="list-style-type: none"> - Strategic partnership in the field of education, training and youth (all): 31st March 2015 - Strategic partnership exclusively in the field of youth: 4th February 2015, 30th April 2015 and 1st October 2015 - Knowledge alliances: 26th February 2015 - Sector skills alliances: 26th February 2015 - Capacity building in the field of youth: 3rd April 2015 and 2nd September 2015 - Capacity building in the field of higher education: 10th February 2015 <p><u>Key Action 3 – Support for policy reform</u></p> <ul style="list-style-type: none"> - Structured Dialogue: meetings between young people and decision-makers in the field of youth: 4th February 2015, 30th April 2015 and 1st October 2015 <p><u>Jean Monnet Activities</u></p> <ul style="list-style-type: none"> - Jean Monnet Modules, Chairs, Centres of Excellence, support to institutions and associations, Networks and Projects (policy debate with the academic world): 26th February 2015 <p><u>Sport</u></p> <ul style="list-style-type: none"> - Collaborative partnership only if connected to the European Week of Sports 2015: 22nd January 2015 and 14th May - Non-profit European sport events only if connected to the European Week of Sports 2015: 22nd January 2015 and 14th May 2015 <p>For each deadline, the reference time is set at 12.00 (Brussels time).</p> <p>*The Calls will be published again next year, indicatively with the same deadlines.</p>
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<p>How to apply</p>	<p>Organizations willing to apply have to be registered into the Unique Registration Facility (URF) system in the Participant Portal of the European Commission's Participant Portal to get a PIC (Participant Identification Code).</p> <p>For most Actions of the Programme, applicants are required to submit their application online, but for some actions electronic forms may not be supported and applications must be sent by post (date as a postmark) or courier service (date of receipt by the courier service). It is advisable to verify submission details for each call into the relative call text.</p>
<p>Evaluation criteria</p>	<p>Except for applications for funding of higher education, students and staff mobility projects where the quality would have been already assessed at the level of the accreditation of the higher education institution or consortium, in general, the evaluation criteria for the different Actions are listed below:</p> <ol style="list-style-type: none"> 1. <u>Relevance</u> 2. <u>Quality content and activities to be implemented</u> 3. <u>Quality of the project team and cooperation</u> 4. <u>Impact and dissemination</u> <p>The evaluation criteria, their meaning and scores to be attributed to each category may vary according to each specific call and have to be verified in the Programme Guide.</p>
<p>Link</p>	<p>Erasmus+ Programme Regulation No 1288/2013 Erasmus+ Programme Guide Erasmus+ Programme Official website</p> <p>Education, Audiovisual and Culture Executive Agency (EACEA) website</p>

4. Open calls 2014 on European Action programmes

4.2 Erasmus plus

4.2.2 KA2 – Cooperation for innovation and the exchange of good practices

Strategic partnerships in the field of education, training and youth (all)

PROGRAMME/CALL	<p>Erasmus+ Programme 2014/2020 Key Action 2 – Cooperation for innovation and the exchange of good practices</p> <p>Specific measure: Strategic partnerships in the field of education, training and youth (all)</p>
Call	<p>Call for proposals 2015 — EAC/A04/2014 Erasmus+ Programme (2014/C 344/10)</p>
Programme	<p>Erasmus+, the new European Programme which promotes activities related to education, training, youth and sport for the period 2014-2020.</p>
Main objectives	<p>Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level.</p> <p>Strategic Partnerships are open to any type of organisation active in any field of education, training and youth or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local and regional authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural organisations). Depending on the priority addressed by the project, Strategic Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results.</p> <p>To be funded, Strategic Partnerships must address either a) at least one horizontal priority or b) at least one specific priority relevant to the field of education, training and youth that is mostly impacted.</p> <p>Horizontal priorities</p> <p><input type="checkbox"/> developing basic and transversal skills (such as entrepreneurship, digital skills and language competences) in all fields of education, training and youth, using innovative and learner-centred pedagogical approaches and developing appropriate assessment and certification methods. In particular, supporting innovative activities that foster the assessment of transversal skills and that promote the use of Content and Language Integrated Learning (CLIL) or reciprocal learning to increase language competences among learners of all ages from various fields of education, training and youth including those with</p>

	<p>migrant background;</p> <ul style="list-style-type: none">□ developing new approaches to strengthen the education and training paths of prospective and practicing educators/youth workers; equipping them with all competences and skills needed to deliver high quality services and address increasingly diverse needs e.g. those posed by multicultural societies. In particular, priority will be given to activities building effective partnerships between providers and educational institutions (e.g. HEI/teacher training colleges and schools/VET institutions); co-ordinating approaches among providers as well as through collaboration and dialogue with key stakeholders and partners and in particular with youth organizations; □ enhancing digital integration in learning, teaching, training and youth work at various levels: promoting access to and learning through Open Educational Resources (OER); supporting ICT-based teaching, training and youth work, as well as ICT-based assessment practices. In particular, supporting teachers, trainers, educational staff and youth workers in acquiring or improving the use of ICT for learning and related digital competences; supporting organisations active in education, training and youth review their business models; promoting OER in different languages and produced in Europe; supporting digital integration in learning to reach audiences of disadvantaged backgrounds; exploring the potential of learning analytics and crowd-assessment to increase the quality of learning; □ contributing to the development of a European Area of Skills and Qualifications: promoting stronger coherence between different EU and national transparency and recognition tools, supporting projects that facilitate the recognition and validation of non-formal and informal learning and its permeability with formal education pathways as well as permeability between different fields. In particular, promoting the use of learning outcomes in the design, delivery and assessment of curricula, educational programmes and activities in favour of students, trainees, pupils, adult learners and young people; □ supporting innovative projects aimed to reduce disparities in learning outcomes affecting learners from disadvantaged backgrounds/with fewer opportunities—including learners with disabilities. In particular, enhancing access to, participation and performance in (formal/ non formal) education and training, preventing early school leaving, preparing educational staff and youth workers for equity, diversity and inclusion challenges; monitoring the various kinds of disparities, combating segregation and discrimination of marginalised communities, such as migrants and Roma; facilitating transitions from education to the world of work for disadvantaged learners; □ stimulating the development and use of innovative approaches and tools to assess and increase the efficiency of public expenditure and
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the investment in education, training and youth, including through new funding models such as public-private partnerships, cost-sharing, etc.

Field-specific priorities

In higher education:

□ supporting higher education institutions to implement the necessary reforms in line with the 2011 EU Modernisation Agenda and its priority areas: increase attainment levels; improve the quality and relevance of higher education; strengthen quality through mobility and cross-border cooperation; make the knowledge triangle work; improve governance and funding. A particular focus will be placed on projects that:

o support activities that help attune curricula to current and emerging labour market needs and equip the young generation with transversal skills such as entrepreneurship, by developing active cooperation between HEI and partners from outside academia: enterprises, professional organisations, chambers of commerce, social partners, local/regional bodies etc.;

o support activities to develop innovative strategies to boost mobility or ways to remove obstacles to mobility in higher education providing more opportunities for students to gain additional skills through study or training abroad; projects can also support virtual mobility that are embedded in a global strategy for the effective integration of ICT in the participating HEIs;

o strengthen the links between education, research and business to promote excellence and regional development;

o aim at increasing the number of graduates, widening the participation and raising completion rates of underrepresented groups and non-traditional learners, enhancing lifelong learning via the creation of flexible learning paths, developing ways to increase the social responsibility of higher education institutions;

□ supporting the implementation of the 2013 Communication on Opening Up Education: promoting the development of new modes of delivery, in particular the integration of a greater variety of study modes (distance, part-time, modular learning) through new forms of personalised learning, strategic use of open educational resources, virtual mobility, blended mobility and virtual learning platforms; as well as stimulating the internationalisation of Europe's higher education systems in Europe and beyond.

In VET:

□ supporting the development of high quality VET with a strong work-based learning component (including apprenticeships and dual learning models), involving strong partnerships between education and employment (in particular companies and social partners);

□ increasing the labour market relevance of VET provision and reducing skills mismatches and shortages in economic sectors through timely adaptation of curricula and qualifications profiles and

establishment of stable partnerships between VET providers and economic actors, including social partners, development agencies, bodies in innovation systems, chamber of commerce. These should be based on data stemming from monitoring systems of VET outcomes (employability rates, placement rates) and systems of forecasting skills needs and a close alignment of VET provision to economic development strategies at regional and local levels. This also may imply development of VET at higher than upper secondary level / higher EQF levels;

increasing transparency and mutual trust between VET systems through streamlined and coherent implementation at national level of ECVET and EQAVET recommendations;

fostering the promotion of easily accessible and career oriented continuing VET, including for the least likely to take part in such learning opportunities;

promoting the development of skills and competences of teachers and trainers, with a particular focus on work-based teaching, partnerships between school teachers and in-company trainers, and training of in-company trainers.

In school education:

strengthening the profile of the teaching professions through attracting the best candidates to the profession and by supporting teachers and leaders to deliver high quality teaching, deal with complex classroom realities and adopt new methods and tools. In particular, improving initial teacher education and supporting new teachers so that they have all necessary competences right from the start including in dealing with diversified groups of learners (such as migrants); to adopt collaborative and innovative practices to strengthen leadership roles in education, including distributed leadership, for designing necessary changes and improvements at institutional level;

addressing low achievement in basic skills through more effective teaching methods. In particular, through projects that: fostermultidisciplinary and inter-disciplinary approaches;integrate the teaching of basic skills (maths, science and literacy); promote problem-based learning;or foster innovative approaches to teaching technology-rich environment with particular focus on mathematics in technology-rich environment;

supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to highest end of academic spectrum, in particular by supporting projects that aims to: improve collaboration internally as well as with parents and other external stakeholders; promote networking of schools and holistic collaborative approaches to teaching; develop methods and create conditions for personalised teaching and learning for pupils;

enhancing the quality of early childhood education and care (ECEC)

in order to improve the quality of services for better learning outcomes and ensure a good start in education for all, in particular through projects that aim to: develop a holistic and age appropriate pedagogical framework for ECEC; ensure that the benefits of early childhood education are carried through to other school education levels

In adult education:

- designing and implementing effective strategies for enhancing basic skills (literacy, numeracy and digital skills) for specific adult target groups, increasing incentives for adult training;
- providing information on access to adult learning services, such as information on the validation of non-formal and informal learning and career and education guidance;
- improving and extending the offer of high quality learning opportunities tailored to individual adult learners, including through innovative ways of outreach and delivery;
- developing adult educators' competences to deal with diversified groups of learners, make use of new technologies for better outreach and teaching outcomes;
- evaluating the effectiveness of adult education policies at national, regional and local levels.

In youth:

- promoting high-quality of youth work. Priority will be placed on projects that aim to: foster the inclusion and employability of young people with fewer opportunities (including NEETS); internationalise youth work and open it up to cross-sectoral cooperation; professionalise youth workers, building their competences, setting quality standards, ethical and professional codes; reinforce links between policy, research and practice; promote better knowledge, recognition and validation of youth work and non-formal learning at European, national, regional and local level;
- promoting empowerment, participation and the active citizenship of young people, through projects that aim to: broaden and deepen political and social participation of young people at local, regional, national, European or global level; enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives;
- promoting entrepreneurship education and social entrepreneurship among young people. Priority will be placed on projects that allow groups of young people to put entrepreneurial ideas into practice with a view to tackling challenges and problems identified within their

	<p>communities.</p>
<p>Types of projects funded</p>	<p>Strategic Partnerships offer the opportunity to organisations active in the fields of education, training and youth, as well as enterprises, public authorities, civil society organisations active in different socio-economic sectors to cooperate in order to implement innovative practices leading to high quality teaching, training, learning and youth work, institutional modernisation and societal innovation.</p> <p>Erasmus+ offers great flexibility in terms of activities that Strategic Partnerships can implement, as long as the proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project.</p> <p>Depending on the objective of the project, Strategic Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results.</p> <p>A Strategic Partnership is transnational and involves minimum 3 organisations from 3 different Programme Countries. All participating organisations must be identified at the time of applying for a grant. However, the following types of projects may involve 2 organisations from minimum 2 Programme Countries:</p> <ul style="list-style-type: none"> • Strategic Partnerships involving only schools; • Strategic Partnerships promoting cooperation between local/regional school authorities. These projects must involve minimum 2 local or regional school authorities from 2 different Programme Countries. From each respective country, the partnership must also include at least: <ul style="list-style-type: none"> - one school; and - one local organisation active in another fields of education, training and youth or in the labour market. • Strategic Partnerships in the youth field. <p>As a general rule, Strategic Partnerships target the cooperation between organisations established in Programme Countries. However, organisations from Partner Countries can be involved in a Strategic Partnership, as partners (not as applicants), if their participation brings an essential added value to the project.</p>
<p>Eligible activities</p>	<p>Over the lifetime of a project, Strategic Partnerships may typically realise a broad range of activities, for example:</p> <ul style="list-style-type: none"> - activities that strengthen the cooperation between organisations with a view to establishing exchanges of practices; - activities that promote the development, testing and/or implementation of innovative practices in the field of education, training and youth; - activities that facilitate the recognition and validation of

	<p>knowledge, skills and competences acquired through formal, non-formal and informal learning;</p> <ul style="list-style-type: none"> - activities of cooperation between regional authorities to promote the development of education, training and youth systems and their integration in actions of local and regional development; - activities to support learners with disabilities/special needs to complete education cycles and facilitate their transition into the labour market, including by combating segregation and discrimination in education for marginalised communities; - activities to better prepare and deploy the education and training professionals for equity, diversity and inclusion challenges in the learning environment; - transnational initiatives fostering entrepreneurial mind-sets and skills, to encourage active citizenship and entrepreneurship (including social entrepreneurship) jointly carried out by two or more groups of young people from different countries. <p>Strategic Partnerships may also organise training, teaching or learning activities of individuals, in so far as they bring added value in the achievement of the project's objectives.</p> <p>If the Strategic Partnership foresees training, teaching or learning activities, the following criteria must be respected, in addition to those listed above:</p> <ul style="list-style-type: none"> - Blended mobility combining short-term physical mobility (5 days to 2 months excluding travel days) with virtual mobility; - Short-term exchanges of groups of pupils (5 days to 2 months excluding travel days); - Intensive Study Programmes (5 days to 2 months excluding travel days); - Long-term study mobility of pupils (2 to 12 months); - Long-term teaching or training assignments (2 to 12 months); - Long-term mobility of youth workers (2 to 12 months); - Short-term joint staff training events (5 days to 2 months excluding travel days). <p>Activities of learners as well as long-term activities of staff or youth workers from or to Partner Countries are not eligible. The only exception being short-term joint staff training events as well as the staff from Partner Countries teaching in Intensive Study Programmes. Activities must take place in the countries of the organisations participating in the Strategic Partnership.</p>
<p>Eligible organizations</p>	<p>Strategic Partnerships are open to any type of organisation active in any field of education, training and youth or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local and regional authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural organisations) both from programme countries and partner countries (these ones only as</p>

	<p>partners)</p> <p>For example, such organisation can be:</p> <ul style="list-style-type: none"> - a higher education institution; - a school/institute/educational centre (at any level, from pre-school to upper secondary education¹, and including vocational education and adult education); - a non-profit organisation, association, NGO; - a public or private, a small, medium or large enterprise (including social enterprises); - a public body at local, regional or national level; - a social partner or other representative of working life, including chambers of commerce, industry, craft/professional associations and trade unions; - a research institute; - a foundation; - an inter-company training centre; - enterprises providing shared training (collaborative training); - a cultural organisation, library, museum; - a body providing career guidance, professional counselling and information services; - a body validating knowledge, skills and competences acquired through non-formal and informal learning; - a European Youth NGO; - a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people²). <p>Higher education institutions (HEIs) established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries, but they will have to sign up to its principles.</p> <p>¹ Please refer to the list of eligible schools in each country. For more information, contact the National Agency in the country. ² In case of an informal group, one of the members of the group assumes the role of representative and takes responsibility on behalf of the group.</p>
<p>Eligible countries</p>	<p>This measure is open to the participation of the entities listed above established in one of the following <u>Programme countries</u>:</p> <ul style="list-style-type: none"> • the 28 EU Member states; • the EFTA / EEA countries (Iceland, Liechtenstein, Norway); • EU candidate countries (Turkey, the former Yugoslav Republic of Macedonia). <p>And the <u>partner countries</u> are:</p> <ul style="list-style-type: none"> • the Swiss Confederation, whose participation is subject to the conclusion of a bilateral agreement. At the moment it has to be considered a Partner Country until further notice; • Member of the European Neighbourhood Policy - ENP countries include Eastern Partnership countries (Armenia,

	<p>Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law), Southern Mediterranean countries (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia), Western Balkans (Albania, Bosnia and Herzegovina, Kosovo , Montenegro, Serbia) and Territory of Russia as recognised by international law;</p> <ul style="list-style-type: none"> • any other Partner Country in the world. <p>This situation is constantly changing and it is therefore necessary to consult the Programme website for updates.</p>
Duration	<p>The duration of the projects depending on the different field of action:</p> <ul style="list-style-type: none"> - Partnerships in the youth field: between 6 months and 2 years. - Other types of Partnerships: 2 or 3 years. <p>The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time.</p> <p>In exceptional cases, the duration of a Strategic Partnership may be extended, upon request by the beneficiary and with the agreement of the National Agency, of up to 6 months and provided that the total duration does not exceed 3 years. In such a case, the total grant will not change.</p>
Budget	<p>The total budget earmarked for 2015 call for proposals is estimated at EUR 1.736,4 million, and is allocated as follows:</p> <ul style="list-style-type: none"> - Education and training: EUR 1.536,5 million; - Youth: EUR 171,7 million; - Jean Monnet: EUR 11,4 million; - Sport: EUR 16,8 million. <p>The maximum grant awarded for a Strategic Partnership amounts to 150 000 EUR per year.</p> <p>The funding model consists of a menu of cost items mainly based on lumpsums from which applicants will choose according to the activities they want to undertake and the results they want to achieve. The funding rules are available in the Programme Guide.</p>
Deadlines	<p>The deadline for Strategic partnership is 31st March 2015 while for the sector Youth there are 3 annual deadlines: 4th February 2015, 30th April 2015 and 1st October 2015. The reference time is set at 12.00 (Brussels time).</p> <p>This deadline refers to projects starting between for projects starting between 1st February and 30th September of the following year.</p>
How to apply	Organizations willing to apply have to be registered into the Unique

	<p>Registration Facility (URF) system in the Participant Portal of the European Commission's Participant Portal to get a PIC (Participant Identification Code). Participants will have to upload specific required documents to participate in the call.</p> <p>The Application Form and its required annexes must be submitted to the National Agency of the country in which the applicant organisation is established.</p> <p>Per each deadline, the same consortium of partners can submit only one application and to one National Agency only.</p>
<p>Evaluation criteria</p>	<p>Applications will be evaluated through the following criteria:</p> <p>1. <u>Relevance of the project (30 points)</u> The relevance of the proposal to:</p> <ul style="list-style-type: none"> - the objectives of European policies relevant to one or more fields of education, training and youth; - the objectives and the priorities of this Action. <p>The extent to which:</p> <ul style="list-style-type: none"> - the proposal is based on a genuine and adequate needs analysis; - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups; - the proposal is suitable of realising synergies between different fields of education, training and youth; - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country. <p>2. <u>Quality of the project design and implementation (20 points)</u></p> <ul style="list-style-type: none"> - The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination; - The consistency between project objectives, methodology, activities and budget proposed; - The quality and feasibility of the methodology proposed; - The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic); - The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget; - The extent to which the project is cost-effective and allocates appropriate resources to each activity. <p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> - The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants. - The quality of arrangements for the recognition and validation

	<p>of participants' learning outcomes, in line with European transparency and recognition tools and principles.</p> <p>3. <u>Quality of the project team and the cooperation arrangements (20 points)</u> The extent to which:</p> <ul style="list-style-type: none">- the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project;- the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations;- if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors;- the project involves newcomers to the Action. <p>The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders. If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection).</p> <p>4. <u>Impact and dissemination (30 points)</u></p> <ul style="list-style-type: none">• The quality of measures for evaluating the outcomes of the project;• The potential impact of the project:<ul style="list-style-type: none">- on participants and participating organisations, during and after the project lifetime;- outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.• The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations• If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations;• The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up. <p>To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 10 points for the categories "quality of the project design and implementation" and "quality of the project team</p>
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	and the cooperation arrangements"). Proposals that do not address at least one priority of the Action will not be funded.
Link	CALL FOR PROPOSALS 2015 — EAC/A04/2014 Erasmus+ Programme Guide Erasmus+ Official website

4.2.3 KA3 – Support for policy reforms:

Meeting between young people and decision-makers in the field of youth

<p>PROGRAMME/CALL</p>	<p>Erasmus+ Programme 2014/2020 Key Action 3 – Support for policy reform</p> <p>Specific measure: Structured Dialogue: meetings between young people and decision-makers in the field of youth</p>
<p>Call</p>	<p>Call for proposals 2015 — EAC/A04/2014 Erasmus+ Programme (2014/C 344/10)</p>
<p>Programme</p>	<p>Erasmus+, the new European Programme which promotes activities related to education, training, youth and sport for the period 2014-2020.</p>
<p>Main objectives</p>	<p>This Action promotes the active participation of young people in democratic life and fosters debate around topics centred on the themes and priorities set by the Structured Dialogue and the renewed political framework in the youth field. Structured Dialogue is the name used for discussions between young people and youth policy-makers in order to obtain results which are useful for policy-making. The debate is structured around priorities and timing and foresees events where young people discuss the agreed themes among themselves and with policy-makers, youth experts and representatives of public authorities in charge of youth. More information about Structured Dialogue is available on the European Commission's website.</p> <p>In addition, in line with the annual Work Programme adopted by the Commission, priority will be given to projects that pursue one or more of the relevant priorities:</p> <p>Horizontal priorities</p> <ul style="list-style-type: none"> <input type="checkbox"/> developing basic and transversal skills (such as entrepreneurship, digital skills and language competences) in all fields of education, training and youth, using innovative and learner-centred pedagogical approaches and developing appropriate assessment and certification methods. In particular, supporting innovative activities that foster the assessment of transversal skills and that promote the use of Content and Language Integrated Learning (CLIL) or reciprocal learning to increase language competences among learners of all ages from various fields of education, training and youth including those with migrant background; <input type="checkbox"/> developing new approaches to strengthen the education and training paths of prospective and practicing educators/youth workers; equipping them with all competences and skills needed to deliver high quality services and address increasingly diverse needs e.g. those posed by multicultural societies. In particular, priority will be given to activities building effective partnerships between providers and educational institutions (e.g. HEI/teacher training colleges and

schools/VET institutions); co-ordinating approaches among providers as well as through collaboration and dialogue with key stakeholders and partners and in particular with youth organizations;

□ enhancing digital integration in learning, teaching, training and youth work at various levels: promoting access to and learning through Open Educational Resources (OER); supporting ICT-based teaching, training and youth work, as well as ICT-based assessment practices. In particular, supporting teachers, trainers, educational staff and youth workers in acquiring or improving the use of ICT for learning and related digital competences; supporting organisations active in education, training and youth review their business models; promoting OER in different languages and produced in Europe; supporting digital integration in learning to reach audiences of disadvantaged backgrounds; exploring the potential of learning analytics and crowd-assessment to increase the quality of learning;

□ contributing to the development of a European Area of Skills and Qualifications: promoting stronger coherence between different EU and national transparency and recognition tools, supporting projects that facilitate the recognition and validation of non-formal and informal learning and its permeability with formal education pathways as well as permeability between different fields. In particular, promoting the use of learning outcomes in the design, delivery and assessment of curricula, educational programmes and activities in favour of students, trainees, pupils, adult learners and young people;

□ supporting innovative projects aimed to reduce disparities in learning outcomes affecting learners from disadvantaged backgrounds/with fewer opportunities—including learners with disabilities. In particular, enhancing access to, participation and performance in (formal/ non formal) education and training, preventing early school leaving, preparing educational staff and youth workers for equity, diversity and inclusion challenges; monitoring the various kinds of disparities, combating segregation and discrimination of marginalised communities, such as migrants and Roma; facilitating transitions from education to the world of work for disadvantaged learners;

stimulating the development and use of innovative approaches and tools to assess and increase the efficiency of public expenditure and the investment in education, training and youth, including through new funding models such as public-private partnerships, cost-sharing, etc.

Field-specific priorities

In higher education:

□ supporting higher education institutions to implement the necessary reforms in line with the 2011 EU Modernisation Agenda and its priority areas: increase attainment levels; improve the quality and relevance of

higher education; strengthen quality through mobility and cross-border cooperation; make the knowledge triangle work; improve governance and funding. A particular focus will be placed on projects that:

- o support activities that help attune curricula to current and emerging labour market needs and equip the young generation with transversal skills such as entrepreneurship, by developing active cooperation between HEI and partners from outside academia: enterprises, professional organisations, chambers of commerce, social partners, local/regional bodies etc.;
- o support activities to develop innovative strategies to boost mobility or ways to remove obstacles to mobility in higher education providing more opportunities for students to gain additional skills through study or training abroad; projects can also support virtual mobility that are embedded in a global strategy for the effective integration of ICT in the participating HEIs;
- o strengthen the links between education, research and business to promote excellence and regional development;
- o aim at increasing the number of graduates, widening the participation and raising completion rates of underrepresented groups and non-traditional learners, enhancing lifelong learning via the creation of flexible learning paths, developing ways to increase the social responsibility of higher education institutions;

□ supporting the implementation of the 2013 Communication on Opening Up Education: promoting the development of new modes of delivery, in particular the integration of a greater variety of study modes (distance, part-time, modular learning) through new forms of personalised learning, strategic use of open educational resources, virtual mobility, blended mobility and virtual learning platforms; as well as stimulating the internationalisation of Europe's higher education systems in Europe and beyond.

In VET:

□ supporting the development of high quality VET with a strong work-based learning component (including apprenticeships and dual learning models), involving strong partnerships between education and employment (in particular companies and social partners);

□ increasing the labour market relevance of VET provision and reducing skills mismatches and shortages in economic sectors through timely adaptation of curricula and qualifications profiles and establishment of stable partnerships between VET providers and economic actors, including social partners, development agencies, bodies in innovation systems, chamber of commerce. These should be based on data stemming from monitoring systems of VET outcomes (employability rates, placement rates) and systems of forecasting skills needs and a close alignment of VET provision to economic development strategies at regional and local levels. This also may imply development of VET at higher than upper secondary level / higher EQF levels;

- increasing transparency and mutual trust between VET systems through streamlined and coherent implementation at national level of ECVET and EQAVET recommendations;
- fostering the promotion of easily accessible and career oriented continuing VET, including for the least likely to take part in such learning opportunities;
- promoting the development of skills and competences of teachers and trainers, with a particular focus on work-based teaching, partnerships between school teachers and in-company trainers, and training of in-company trainers.

In school education:

- strengthening the profile of the teaching professions through attracting the best candidates to the profession and by supporting teachers and leaders to deliver high quality teaching, deal with complex classroom realities and adopt new methods and tools. In particular, improving initial teacher education and supporting new teachers so that they have all necessary competences right from the start including in dealing with diversified groups of learners (such as migrants); to adopt collaborative and innovative practices to strengthen leadership roles in education, including distributed leadership, for designing necessary changes and improvements at institutional level;
- addressing low achievement in basic skills through more effective teaching methods. In particular, through projects that: fostermultidisciplinary and inter-disciplinary approaches;integrate the teaching of basic skills (maths, science and literacy); promote problem-based learning;or foster innovative approaches to teaching technology-rich environment with particular focus on mathematics in technology-rich environment;
- supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students from the lowest to highest end of academic spectrum, in particular by supporting projects that aims to: improve collaboration internally as well as with parents and other external stakeholders; promote networking of schools and holistic collaborative approaches to teaching; develop methods and create conditions for personalised teaching and learning for pupils;
- enhancing the quality of early childhood education and care (ECEC) in order to improve the quality of services for better learning outcomes and ensure a good start in education for all, in particular through projects that aim to: develop a holistic and age appropriate pedagogical framework forECEC; ensure that the benefits of early childhood education are carried through to other school education levels

In adult education:

- designing and implementing effective strategies for enhancing basic

	<p>skills (literacy, numeracy and digital skills) for specific adult target groups, increasing incentives for adult training;</p> <ul style="list-style-type: none"> <input type="checkbox"/> providing information on access to adult learning services, such as information on the validation of non-formal and informal learning and career and education guidance; <input type="checkbox"/> improving and extending the offer of high quality learning opportunities tailored to individual adult learners, including through innovative ways of outreach and delivery; <input type="checkbox"/> developing adult educators' competences to deal with diversified groups of learners, make use of new technologies for better outreach and teaching outcomes; <input type="checkbox"/> evaluating the effectiveness of adult education policies at national, regional and local levels. <p>In youth:</p> <ul style="list-style-type: none"> <input type="checkbox"/> promoting high-quality of youth work. Priority will be placed on projects that aim to: foster the inclusion and employability of young people with fewer opportunities (including NEETS); internationalise youth work and open it up to cross-sectoral cooperation; professionalise youth workers, building their competences, setting quality standards, ethical and professional codes; reinforce links between policy, research and practice; promote better knowledge, recognition and validation of youth work and non-formal learning at European, national, regional and local level; <input type="checkbox"/> promoting empowerment, participation and the active citizenship of young people, through projects that aim to: broaden and deepen political and social participation of young people at local, regional, national, European or global level; enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives; <input type="checkbox"/> promoting entrepreneurship education and social entrepreneurship among young people. Priority will be placed on projects that allow groups of young people to put entrepreneurial ideas into practice with a view to tackling challenges and problems identified within their communities.
Types of projects funded	<p>Projects can take the form of meetings, conferences, consultations and events, enabling the active participation of young people in democratic life in Europe and their interaction with decision-makers, leading to the formulation of positions, proposals and recommendations on how youth policies should be shaped and implemented in Europe. Projects should be organized in three phases:</p>

	<ul style="list-style-type: none"> • planning and preparation; • implementation of the activities; • evaluation (including reflection on a possible follow-up).
Eligible activities	<p>Projects could foresee the following activities that should reflect non-formal learning principles and practices:</p> <ul style="list-style-type: none"> • national meetings and transnational seminars that offer space for information, debate and active participation of young people – in dialogue with youth decision-makers - on issues which are relevant to Structured Dialogue or to the EU Youth Strategy; • national meetings and transnational seminars that prepare the ground for the official Youth Conferences organised during each semester by the Member State holding the turn of Presidency of the European Union; • events that promote debates and information on youth policy themes linked to the activities organized during the European Youth Week; • consultations of young people, with a view to find out their needs on matters relating to participation in democratic life (online consultations, opinion polls, etc.); • meetings and seminars, information events or debates between young people and decision-makers/youth experts around the theme of participation in democratic life; • events simulating the functioning of the democratic institutions and the roles of decision-makers within these institutions. <p>The following activities are not eligible: statutory meetings of organisations or networks of organisations; politically influenced events.</p>
Eligible organizations	<p>A participating organisation can be:</p> <ul style="list-style-type: none"> • a non-profit organisation, association, NGO; • a European Youth NGO; • a public body at local level. <p>established in a Programme Country or in a Partner Country neighbouring the EU (regions 1 to 4; see section "Eligible Countries" in Part A of this Guide). Organisations from eligible Partner Countries can only take part in the project as partners (not as applicants).</p> <p><i>International meetings:</i> the activity must involve at least two participating organisations from at least two different countries, of which at least one is a Programme Country.</p> <p><i>National meetings:</i> the activity involves one organisation from a Programme Country.</p>
Eligible countries	<p>This measure is open to the participation of the entities listed above established in one of the following <u>Programme countries</u>:</p> <ul style="list-style-type: none"> • the 28 EU Member states; • the EFTA / EEA countries (Iceland, Liechtenstein, Norway);

	<ul style="list-style-type: none"> • EU candidate countries (Turkey, the former Yugoslav Republic of Macedonia). <p>And the <u>partner countries</u> are:</p> <ul style="list-style-type: none"> • the Swiss Confederation, whose participation is subject to the conclusion of a bilateral agreement. At the moment it has to be considered a Partner Country until further notice; • Member of the European Neighbourhood Policy - ENP countries include Eastern Partnership countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law), Southern Mediterranean countries (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia), Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia) and Territory of Russia as recognised by international law; <p>This situation is constantly changing and it is therefore necessary to consult the Programme website for updates.</p>
Eligible participants	<p><u>Young participants:</u> they should be young people aged between 13 and 30 from the countries involved in the project. Minimum 30 young participants must be involved in the project.</p> <p><u>Decision-makers:</u> if the project foresees the participation of decision-makers or experts in the youth policy field, these participants can be involved regardless of their age and geographical provenance.</p>
Duration	The project can last from 3 to 24 months.
Budget	<p>The maximum grant to be awarded for a Structured Dialogue meeting is 50.000 euro. This amount will refer to costs (based of fixed amounts depending on the countries of reference, number of participants and duration) concerning:</p> <ul style="list-style-type: none"> • Travel of participants, from their place of origin to the venue of the activity and return; • Organizational support to all other costs directly linked to the preparation, implementation and follow-up of the activity; • Special needs support related to participants with disabilities; • Exceptional costs connected to (online) consultations and opinion polls of young people, Visa and visa-related costs, residence, permits, vaccinations, etc.
Deadlines	<p>4th February 2014, 1st April 2015, 30th October 2015 The reference time is set at 12.00 (Brussels time).</p>
How to apply	Organizations willing to apply have to be registered into the Unique Registration Facility (URF) system in the Participant Portal of the

	<p>European Commission's Participant Portal to get a PIC (Participant Identification Code).</p> <p>The Application Form must be submitted to the National Agency of the country in which the applicant organisation is established.</p>
<p>Evaluation criteria</p>	<p>Applications will be evaluated through the following criteria:</p> <ol style="list-style-type: none"> 1. <u>Relevance of the project (30 points)</u> The relevance of the proposal to: <ul style="list-style-type: none"> - the objectives and priorities of the Action; - the needs and objectives of the participating organisations and of the individual participants. The extent to which the proposal is suitable of: <ul style="list-style-type: none"> - producing high-quality outcomes for participants; - reinforcing the capacities of the participating organisations. The extent to which the project involves young people with fewer opportunities. 2. <u>Quality of the project design and implementation (40 points)</u> <ul style="list-style-type: none"> - The clarity, completeness and quality of all the phases of the project proposal; - The consistency between project objectives and activities proposed; - The quality of the practical arrangements, management and support modalities; - The quality of the non-formal learning participative methods proposed and the active involvement of young people during all the stages of the project; - The appropriateness of measures for selecting and/or involving participants in the activities; - If appropriate, the quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders. 3. <u>Impact and dissemination (30 points)</u> The quality of measures for evaluating the outcomes of the project. The potential impact of the project: <ul style="list-style-type: none"> - on participants and participating organisations during and after the project lifetime; <ul style="list-style-type: none"> - outside the organisations and individuals directly participating in the project at local, regional, national and/or European levels - The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating or-rganisations - If relevant, the extent to which the proposal describes how the ma-terials, documents and media produced will be made freely available and promoted through open licences, and does not contain dispro-portionate limitations To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in

	each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 20 points for the category "quality of the project design and implementation").
Link	CALL FOR PROPOSALS 2015 — EAC/A04/2014 Erasmus+ Programme Guide Erasmus+ Official website

Prospective initiatives - European policy experimentation

<p>PROGRAMME/CALL</p>	<p>Erasmus+ Programme 2014/2020 Key Action 3 – Support for policy reform Specific measure: Prospective initiatives</p>
<p>Call</p>	<p>Call for proposals EACEA/10/2014</p> <p>Prospective initiatives - European policy experimentations in the fields of education and training and youth: transnational cooperation for the implementation of innovative policies under the leadership of high-level public authorities</p>
<p>Programme</p>	<p>Erasmus+, the new European Programme which promotes activities related to education, training, youth and sport for the period 2014-2020.</p>
<p>Priorities of the call for proposals</p>	<p>The call supports European policy experimentations in two fields:</p> <ul style="list-style-type: none"> ✓ Education and Training ✓ Youth <p>The priority themes are:</p> <p>For Education and Training:</p> <ul style="list-style-type: none"> — assessment of transversal skills in basic and secondary education, — practical entrepreneurial experience at school, — cooperation on innovative methods for fast and smooth academic recognition across borders in higher education, — reducing the number of low-skilled adults, <p>For Youth:</p> <ul style="list-style-type: none"> — encouraging the development and internationalisation of young people’s volunteering.
<p>Main objectives</p>	<p>The general objective is to encourage the assessment of the systemic impact of innovative policy measures through field trials in order to improve the effectiveness and efficiency of education and training systems and youth policies, by involving high-level public authorities.</p> <p>The specific objectives are:</p> <ul style="list-style-type: none"> — to promote transnational cooperation and mutual learning between competent authorities at the highest level in order to test and improve policy implementation systems, structures and processes, with a potentially significant impact, — to facilitate the collection and analysis of substantive evidence allowing the responsible public authorities to assess and monitor the implementation of innovative policies, — to identify key criteria and conditions for effective policy implementation and monitoring, — to facilitate transferability and scalability.

<p>Eligible activities</p>	<p>The activities to be financed under this call include as a minimum:</p> <ul style="list-style-type: none"> — development of field trials on the implementation of innovative measures. Appropriate attention has to be given to developing a robust evidence base and involving reliable monitoring, evaluation and reporting procedures based on recognised methodological approaches, developed by a competent and experienced policy impact evaluator in consultation with the relevant project partners. <p>This should include (the list is not exhaustive): identifying and selecting the measure(s) to be tested, the samples and the set of actions envisaged; defining the expected impact of the measure in measurable terms and assessing its relevance with regard to the expected results, including by thoroughly searching for examples of similar policy interventions that have been conducted domestically or abroad; defining a robust methodology and indicators to measure the impact of the tested measure at national and European level,</p> <ul style="list-style-type: none"> • parallel implementation of the field trials in various countries participating in the project under the leadership of the respective authorities (Ministry or equivalent). A sufficiently representative number of participating entities/establishments should be involved to reach a reasonable and representative critical mass and provide a significant evidence base, • analysis and evaluation: effectiveness, efficiency and impact of the tested measure, but also of the experimentation methodology, of the conditions for scalability and the transnational transfer of the lessons learned and good practice (peer learning), • awareness-raising, dissemination and exploitation of the project concept and its results at regional, national and European level throughout the project duration and in the longer term, and to foster transferability between different sectors, systems and policies. <p>An exploitation plan of the experimentation results through the Open Methods of Coordination in education and training and in youth, in connection with the objectives of the ‘Europe 2020’ strategy, is recommended.</p>
<p>Eligible organizations</p>	<p>The participation to this call for proposals is open to:</p> <ul style="list-style-type: none"> a) public authorities (Ministry or equivalent) responsible for education, training or youth at the highest level in the relevant national or regional context. Public authorities at the highest level responsible for sectors other than education, training and youth (e.g. employment, finance, social affairs, health, etc.) are considered eligible as long as they demonstrate that they have a specific competence in the area in which the experimentation is to be carried out. Public authorities can delegate to be represented by other public or private organisations, as well as legally established networks or associations of public

	<p>authorities, provided that the delegation is in writing and makes explicit reference to the proposal being submitted;</p> <p>b) public or private organisations or institutions active in the fields of education, training or youth;</p> <p>c) public or private organisations or institutions carrying out activities linked to education, training and/or youth in other socio-economic sectors (e.g. recognition centres, chambers of commerce, trade organisations, cultural organisations, evaluation entities, research entities, etc.).</p> <p>The minimum partnership requirement for this call is 4 entities representing 3 eligible countries. Specifically:</p> <p>i. at least one public authority (Ministry or equivalent) or delegated body from three different eligible countries, or a legally established network/association of public authorities representing at least three different eligible countries. The network or association must have a mandate from at least three relevant public to operate on their behalf for the specific proposal. Proposals must include at least one public authority from a Member State. Public authorities participating or represented in the proposal shall be responsible for strategic leadership of the project and for steering the experimentation in their own jurisdiction;</p> <p>ii. at least one public or private entity with expertise in evaluation of policy impact. Such entity shall be responsible for the methodological aspects and the evaluation protocols. The proposal can involve more than one evaluation entity, as long as the work is coordinated and consistent</p>
Eligible countries	<p>This call is open to the participation of legal entities established in one of the following programme countries:</p> <ul style="list-style-type: none"> — the 28 EU Member States, — the EFTA/EEA countries: Iceland, Liechtenstein, Norway, — EU candidate countries: Turkey, the former Yugoslav Republic of Macedonia (*); — the Swiss Confederation (**). <p><i>*The participation of Turkey and the former Yugoslav Republic of Macedonia in the present call for proposals is subject to the signature of a memorandum of understanding between the Commission and the competent authorities of each of these countries respectively. If, at the time of the grant award decision, the memorandum of understanding has not been signed, participants from this country will not be funded and will not be taken into account with regard to the minimum size of consortia/partnerships.</i></p> <p><i>**The participation of the Swiss Confederation is subject to the conclusion of a bilateral agreement to be concluded with this country. If, at the time of the grant award</i></p>

	<p><i>decision, this bilateral agreement has not been signed, participants from the Swiss Confederation will not be funded and will not be taken into account with regard to the minimum size of consortia/partnerships.</i></p>
Duration	<p>The project duration must be between 24 and 36 months.</p> <p>Activities must start between 1 December 2014 and 1 March 2015.</p>
Budget	<p>The total budget available for the co-financing of projects under the present call is EUR 10.000.000, and is divided in the following way among the two fields of operation:</p> <ul style="list-style-type: none"> — education and training: EUR 8 000 000, — youth: EUR 2 000 000. <p>Financial contribution from the EU cannot exceed 75 % of the total eligible costs.</p> <p>The maximum grant per project will be EUR 2 000 000.</p>
Deadlines	<p>There is a 2-step procedure with 2 deadlines:</p> <ul style="list-style-type: none"> - pre-proposals: 20 May 2014 - full proposals: 2 October 2014. <p>The call is not published on a regular basis and at the moment is not foreseen by 2015 call.</p>
How to apply	<p>Organizations willing to apply have to be registered into the Unique Registration Facility (URF) system in the Participant Portal of the European Commission's Participant Portal to get a PIC (Participant Identification Code).</p> <p>Application forms will be submitted as a package <u>by post</u>. Each package will contain only one complete <i>paper version</i> signed by the legal representative of the coordinating organisation. In addition, a complete <i>scanned version</i> of the signed application will be sent by e-mail to the address below immediately after posting the paper version. Both versions will contain all relevant and applicable annexes and supporting documents.</p> <p>The package will be sent by <u>express courier service</u> to the following address:</p> <p>Education, Audiovisual and Culture Executive Agency Unit A.1 — Erasmus+: Schools, Prospective initiatives, Programme coordination Call for Proposals EACEA/10/14 BOU2 02/109 Avenue du Bourget/Bourgetlaan 1 1049 Bruxelles/Brussel BELGIQUE/BELGIË</p> <p>and by e-mail to: EACEA-Policy-Support@ec.europa.eu</p>

<p>Evaluation criteria</p>	<p>Applications will be evaluated through the following criteria:</p> <ol style="list-style-type: none"> 1. <u>Relevance (20%)</u> <ul style="list-style-type: none"> - The need to be covered by the proposed policy experimentation is relevant to European and country-specific policies, the work under the Open Methods Coordination in education and training and in youth, and the objectives and priority themes of the call - The measure to test is consistent with European and country-specific objectives, fits in the strategies of the countries participating in the project, is appropriate to the target groups and stakeholders involved, and innovative. - The target groups addressed by the measure are clearly identified and the benefits they are expected to enjoy through the measure to be tested are clearly described. - Transnational cooperation allows achieving results that would not be achieved at country level alone, and there is potential for transferring results to countries not involved in the project or other sectors. - The experimentation method is relevant to the objectives of the measure to be tested and to the target groups. - There is adequate involvement of relevant public authorities and description of the concrete implementation of the relevant expertise available in the consortium. - The envisaged outcomes are relevant to the objectives of the call and have the potential to lead to systemic change. 2. <u>Quality of the project design and implementation (30%)</u> <ul style="list-style-type: none"> - The potential for effective results of the measure to be tested relies on valid, reliable, and convincing evidence. - The proposed experimentation method is defined in a clear and structured way; its rationale and implications – including definitions of success/failure criteria - are explicitly described, and based on a sound theoretical approach. - The experimentation method is appropriate to the measure to be tested and the target groups. - The experimentation protocol is clear, comprehensive and rigorous, and presents: <ul style="list-style-type: none"> o A comprehensive experimentation plan identifying roles, responsibilities and resources, a roadmap of the various steps involved, monitoring, reporting and follow-up provisions o Evaluation samples selected following clear principles and procedures, and qualitatively and quantitatively appropriate to the evaluation method and the target groups o Appropriate typology and timing of field trials o Clear assessment criteria and benchmarks and reliable
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	<p>indicators that are likely to lead to valid results</p> <ul style="list-style-type: none"> ○ National, trans-national, internal, external and peer evaluation plans <ul style="list-style-type: none"> - The project design is clear, organised in different phases, with appropriate milestones and pertinent deliverables/outputs/results - The project management plan is sound with adequate resources allocated to different tasks, clear cooperation and decision-making processes, allowing public authorities to exercise clear leadership. - The quality plan adequately covers project management. There is a clear monitoring strategy and methodology for identifying risks and introducing mitigating actions. - The budget shows cost effectiveness and value for money. There is coherence between tasks, roles and financial resources allocated to partners. The financial management arrangements are clear and appropriate for the consortium and the design of the proposal <p>3. <u>Quality of the partnership (20%)</u></p> <ul style="list-style-type: none"> - The partnership is composed of authorities, organisations, and institutions that ensure full achievement of the objectives of the call with due regard to priority theme selected by the applicants. - The partnership is composite and ensures coverage of all necessary skills and expertise with adequate allocation of time and input. Skills and competences of the partnership are complementary. - The roles attributed to each partner guarantee: - Political leadership and direct involvement of high-level public authorities <ul style="list-style-type: none"> ○ Contribution of high level expertise on the evaluation of policy impacts ○ Reaching of a large number of stakeholders and target groups and covering a representative geographical scope <p>4. <u>Impact, dissemination, exploitation (30%)</u></p> <ul style="list-style-type: none"> - The impact envisaged by applicants is of a systemic nature, significant and scalable. - The approach envisaged to transform the results of the experimentation into changes in the education and training systems and youth policies in the countries involved in the project is convincing and sound - There is a clear awareness-raising, dissemination and communication strategy that ensures reaching the relevant target groups (in particular the specific samples) and stakeholders before, during and after the field trials, as well as
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	<p>the general stakeholders and the general public during the lifetime of the project. This strategy includes how to make educational materials¹⁶ produced in the experimentation freely accessible through open licences.</p> <ul style="list-style-type: none"> - The exploitation approach is clearly described and involves up-scaling of positive results through concrete reforms for which potential funding sources are identified; the way in which the approach is expected to lead to long-term impact on systems and policies is explicitly explained. - The way in which the project results will lead to peer-learning at European level and feed into the Open Methods of Coordination is explicitly described. <p>The present call is divided in two submission/evaluation stages: (1) pre-proposal stage; and (2) full proposal stage.</p> <p>Eligible pre-proposals will be assessed on the basis of the award criterion 'relevance'. Full proposals will be assessed on the basis of exclusion, selection, and the three remaining award criteria: 'quality of the project design and implementation', 'quality of the partnership', and 'impact, dissemination, and sustainability'.</p> <p>The final score for a proposal will be the total score obtained at the pre-proposal stage and the full proposal stage (by applying the weighting indicated).</p>
Link	<p>Prospective initiatives - Call for proposals EACEA/10/2014 Call Prospective initiatives Official website</p> <p>Erasmus+ Programme Guide Erasmus+ Official website</p>

4.2.4 Sport

Collaborative partnership

<p>PROGRAMME/CALL</p>	<p>Erasmus+ Programme 2014/2020 Sport Actions</p> <p>Specific measure: Collaborative Partnership in the sport field of Sport</p>
<p>Call</p>	<p>Call for proposals 2015 — EAC/A04/2014 Erasmus+ Programme (2014/C 344/10)</p>
<p>Programme</p>	<p>Erasmus+, the new European Programme which promotes activities related to education, training, youth and sport for the period 2014-2020.</p>
<p>Main objectives</p>	<p>Collaborative Partnerships offer the opportunity to develop, transfer and/or implement innovative practices in different areas relating to sport and physical activity between various organisations and actors in and outside sport, including in particular public authorities at local, regional, national and European levels, sport organisations, sport-related organisations and educational bodies.</p> <p>Collaborative Partnerships are innovative projects addressed to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage participation in sport and physical activity, especially by supporting the implementation of the European Week of Sport <input type="checkbox"/> Encourage participation in sport and physical activity, especially by supporting the implementation of the EU Physical Activity Guidelines <input type="checkbox"/> Promote the Dual Careers of Athletes, especially by supporting the implementation of the EU Guidelines on Dual Careers of Athletes <input type="checkbox"/> Combat doping, notably in recreational environments <input type="checkbox"/> Combat match-fixing, especially through the support to prevention, awareness-raising and cooperation among stakeholders <input type="checkbox"/> Promote voluntary activity in sport <input type="checkbox"/> Support innovative and educational approaches to contain violence and tackle racism, discrimination and intolerance in sport <input type="checkbox"/> Improve good governance in sport <input type="checkbox"/> Encourage social inclusion and equal opportunities in sport, especially by supporting the implementation of EU strategies, notably the EU Gender Equality Strategy and the EU Disability Strategy.
<p>Types of projects funded</p>	<p>Collaborative Partnerships should promote the creation and development of European networks in the field of sport. Collaborative Partnerships should also foster synergy with, and between, local, regional, national and international policies to promote sport and physical activity and to address sport-related challenges.</p> <p>Within the framework of Collaborative Partnerships, Erasmus+ intends to support the testing and development of new project formats and new forms of transnational cooperation in the field of sport that are likely to inspire the development, on a larger scale of initiatives supported with national funding schemes or other European funds,</p>

	<p>such as the European Structural and Investment Funds. The Commission, through its Executive Agency, will carry out two selection rounds over the year, as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> first round of the year: Collaborative Partnerships that carry out initiatives and activities during the 2015 European Week of Sport and/or have a thematic link with it; <input type="checkbox"/> second round of the year: any type of Collaborative Partnership, not related to the 2015 European Week of Sport. <p>A Collaborative Partnership is <u>transnational and involves at least 5 organisations from 5 different Programme Countries</u>. All participating organisations must be identified at the time of applying for a grant.</p> <p>A Collaborative Partnership should be composed of:</p> <ul style="list-style-type: none"> • <u>applicant/coordinator</u>: organisation that submits the project proposal on behalf of all the partners. When the project is granted, the applicant/coordinator will become the main EU grant beneficiary and will sign a multibeneficiary grant agreement on behalf of the consortium. Its coordinating role stands for the following duties: <ul style="list-style-type: none"> - represents and acts on behalf of the participating organisations vis-à-vis the European Commission, - bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project, - coordinates the Collaborative Partnership in cooperation with all other project partners. • <u>full partners</u>: organisations that contribute actively to the preparation, implementation and evaluation of the Collaborative Partnership. Each full partner must sign a mandate by which the signatory grants power of attorney to the coordinator to act in his name and for his account during the implementation of the project. <p>As a general rule, Collaborative Partnerships target the cooperation between organisations established in Programme Countries.</p>
<p>Eligible activities</p>	<p>Erasmus+ offers a large flexibility in terms of activities that Collaborative Partnerships can implement, as long as a proposal demonstrates that these activities are the most appropriate to reach the objectives defined for the project.</p> <p>Collaborative Partnerships may typically cover a broad range of activities, such as for example:</p> <ul style="list-style-type: none"> - networking among key stakeholders; - identification and sharing of good practices; - development and implementation of training and educational modules; - activities to increase the competences of multipliers in the field of sport and to develop monitoring and benchmarking of

	<p>indicators, notably as regards the promotion of ethical behaviours and codes of conduct among sportspeople;</p> <ul style="list-style-type: none"> - awareness-raising activities on the value of sport and physical activity in relation to the personal, social and professional development of individuals; - activities to improve the evidence-base of sport to tackle societal and economic challenges (collection of data, surveys, consultations, etc.); - activities to promote innovative synergies between the field of sport and the fields of health, education, training and youth; - conferences, seminars, meetings, events and awareness-raising actions underpinning the aforementioned activities. <p>As an indication, based on the lists of official and recognised sports of the International Olympic Committee and the international federations, the projects under the Erasmus+ sport actions can deal with the following sports:</p> <p>Aquatics, Archery, Athletics, Badminton, Basketball, Biathlon, Bobsleigh, Boxing, Canoe / Kayak, Curling, Cycling, Equestrian, Fencing, Football, Golf, Gymnastics, Handball, Hockey, Ice Hockey, Judo, Luge, Modern Pentathlon, Rowing, Rugby, Sailing, Shooting, Skating, Skiing, Table Tennis, Taekwondo, Tennis, Triathlon, Volleyball, Weightlifting, Wrestling.</p> <p>Air sports, American Football, Automobile, Bandy, Baseball-Softball, Billiard Sports, Boules, Bowling, Bridge, Chess, Cricket, Dance Sport, Floorball, Flying Disc, Karate, Korfball, Life saving, Motorcycle racing, Mountaineering and climbing, Netball, Orienteering, Pelota Vasca, Polo, Powerboating, Racquetball, Roller sports, Sport climbing, Squash, Sumo, Surfing, Tug of war, Underwater sports, Water ski, Wushu.</p> <p>In addition, the Erasmus+ sport actions focus particularly on promotion of physical activities. It means that other sports than those stipulated above can be an object of your project proposal. However, it is necessary to demonstrate how these sports/physical activities fit into specific objectives in the field of sport.</p>
<p>Eligible organizations</p>	<p>Any non-profit organisation or public body, established in a Programme or in any Partner Country of the world.</p> <p>For example, such organisation can be (non-exhaustive list):</p> <ul style="list-style-type: none"> - a public body in charge of sport at local, regional or national level; - a National Olympic Committee or National Sport confederation; - a sport organisation at local, regional, national, European or international level; - a national sports league; - a sport club; - an organisation or union representing athletes; - an organisation or unions representing professionals and volunteers in sport (such as coaches, managers, etc);

	<ul style="list-style-type: none"> - an organisation representing the 'sport for all' movement; - an organisation active in the field of physical activity promotion; - an organisation representing the active leisure sector; - an organisation active in the field of education, training or youth.
Eligible countries	<p>This measure is open to the participation of the entities listed above established in one of the following <u>Programme countries</u>:</p> <ul style="list-style-type: none"> • the 28 EU Member states; • the EFTA / EEA countries (Iceland, Liechtenstein, Norway); • EU candidate countries (Turkey, the former Yugoslav Republic of Macedonia). <p>This situation is constantly changing and it is therefore necessary to consult the Programme website for updates.</p> <p>However, organisation established in a Partner Country can be involved only as a project partner (not applicant). Please note that the involvement of such organisation must bring an essential added value to the project (<u>if this condition is not fulfilled, the project will not be considered for selection</u>).</p>
Duration	<p>Collaborative Partnerships submitted under the first round of the year (related to the 2015 European Week of Sport): maximum 18 months.</p> <p>Collaborative Partnerships submitted under the second round of the year (not related to the 2015 European Week of Sport): from 12 to 36 months. The duration must be chosen at application stage (12, 18, 24, 30 or 36 months), based on the objective of the project and on the type of activities foreseen over time.</p>
Budget	<p>The total budget earmarked for this call for proposals is estimated at 1.736,4 billion EUR and is allocated as follows:</p> <ul style="list-style-type: none"> • Education and training: 1.536,5 million EUR; • Youth: 171,7 million EUR; • Jean Monnet: 11,4 million EUR; • <u>Sport: 16,8 million EUR</u> <p>The maximum grant to be awarded for Collaborative partnership is 500.000 EUR. The EU contribution amounts to maximum 80% of the total eligible costs.</p> <p>Indicatively 50 % of the budget will be dedicated to projects addressing the following objectives:</p> <ul style="list-style-type: none"> _support the implementation of the EU Guidelines on Dual Careers of Athletes; _support the implementation of the EU Physical Activity Guidelines.
Deadlines	<p>The deadlines are 22nd January 2015 for Collaborative partnerships in the sport field</p>

	<p>related to the European Week of Sport 2015 only</p> <p>14th May 2015 for Collaborative partnerships in the sport field not related to the European Week of Sport 2015</p> <p>The reference time is set at 12.00 (Brussels time).</p>
<p>How to apply</p>	<p>Organizations willing to apply have to be registered into the Unique Registration Facility (URF) system in the Participant Portal of the European Commission's Participant Portal to get a PIC (Participant Identification Code).</p> <p>The application form can only be submitted electronically using the eForm on the official website of the call.</p>
<p>Evaluation criteria</p>	<p>Applications will be evaluated through the following criteria:</p> <p>1. <u>Relevance of the project (30 points)</u> The relevance of the proposal to:</p> <ul style="list-style-type: none"> - the objectives of European policies in the field of sport; - the objectives and the priorities of this Action. <p>The extent to which:</p> <ul style="list-style-type: none"> - the proposal is based on a genuine and adequate needs analysis; - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups; - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country. <p>2. <u>Quality of the project design and implementation (20 points)</u></p> <ul style="list-style-type: none"> - The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination - The consistency between project objectives, methodology, activities and budget proposed - The quality and feasibility of the methodology proposed - The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic) - The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget - The extent to which the project is cost-effective and allocates appropriate resources to each activity <p>3. <u>Quality of the project team and the cooperation arrangements (20 points)</u> The extent to which:</p> <ul style="list-style-type: none"> - where appropriate, the project involves an appropriate mix of

	<p>complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project</p> <ul style="list-style-type: none"> - the projects includes people with expertise in appropriate fields such as sports policy and practice (training, competitions, coaching, etc.), academic expertise as well as the ability to reach out wider audiences - the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations. If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection). <p>4. <u>Impact and dissemination (30 points)</u> The quality of measures for evaluating the outcomes of the project The potential impact of the project:</p> <ul style="list-style-type: none"> - on participants and participating organisations, during and after the project lifetime; - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. <p>The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up.</p> <p>To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of awardcriteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 10 points for the categories "quality of the project design and implementation" and "quality of the project team and the cooperation arrangements").</p>
Link	<p>CALL FOR PROPOSALS 2015 — EAC/A04/2014 Call for Collaborative Partnership official website</p> <p>Erasmus+ Programme Guide Erasmus+ Official website</p>

Non-profit European sport events

PROGRAMME/CALL	<p>Erasmus+ Programme 2014/2020 Sport Actions</p> <p>Specific measure: Not-for-profit European sport events</p>
Call	Call for proposals 2015 — EAC/A04/2014 Erasmus+ Programme (2014/C 344/10)
Programme	Erasmus+, the new European Programme which promotes activities related to education, training, youth and sport for the period 2014-2020.
Main objectives	<p>This Action is aimed to:</p> <ul style="list-style-type: none"> • support the implementation, in the field of sport, of EU strategies in the areas of social inclusion and equal opportunities, notably the EU Gender Equality Strategy and the EU Disability Strategy; • support the implementation of the EU Physical Activity Guidelines, to encourage participation in sport and physical activity; • support the possible organisation of the European Week of Sport.
Types of projects funded	<p>The “Not-for-profit European sport events” provide support for events and will imply assigning EU grants to individual organisations in charge of the preparation, organisation and follow-up to a given event.</p> <p>This Action provides financial support for the organisation of European-wide sport events. In addition, it may finance national events - organised simultaneously in several European countries by not-for-profit organisations or public bodies - in the context of European events in the field of sport.</p> <p>The expected results of these events are:</p> <ul style="list-style-type: none"> - increased awareness of events aimed at promoting social inclusion, equal opportunities and health-enhancing physical activity; - increased participation in sport, physical activity and volunteering activity. <p>Please note that not-for-profit European sport events have only one applicant organisation, no partner organisations. The transnational element of the event is secured via participants from at least 12 different Programme Countries. This is an eligibility criterion. However, the sending organisations (the organisation which recruit and send the participants to the event) are not partners of the project, will not sign a grant agreement and will not receive any part of the EU grant. The sending organisations also do not need a PIC number.</p>
Eligible activities	The following standard activities will be supported under this Action

	<p>(non-exhaustive list):</p> <ul style="list-style-type: none"> • organisation of training activities for athletes, coaches, organisers and volunteers in the run-up to the event; • organisation of the event; • organisation of side-activities to the sporting event (conferences, seminars); • implementation of legacy activities (evaluations, drafting of future plans). <p>The following activities are <u>not eligible</u>:</p> <ul style="list-style-type: none"> • Sport competitions regularly organised by international, European or national sport federations/leagues on an annual basis; • Professional sport competitions. <p>As an indication, based on the lists of official and recognised sports of the International Olympic Committee and the international federations, the projects under the Erasmus+ sport actions can deal with the following sports:</p> <p>Aquatics, Archery, Athletics, Badminton, Basketball, Biathlon, Bobsleigh, Boxing, Canoe / Kayak, Curling, Cycling, Equestrian, Fencing, Football, Golf, Gymnastics, Handball, Hockey, Ice Hockey, Judo, Luge, Modern Pentathlon, Rowing, Rugby, Sailing, Shooting, Skating, Skiing, Table Tennis, Taekwondo, Tennis, Triathlon, Volleyball, Weightlifting, Wrestling.</p> <p>Air sports, American Football, Automobile, Bandy, Baseball-Softball, Billiard Sports, Boules, Bowling, Bridge, Chess, Cricket, Dance Sport, Floorball, Flying Disc, Karate, Korfbal, Life saving, Motorcycle racing, Mountaineering and climbing, Netball, Orienteering, Pelota Vasca, Polo, Powerboating, Racquetball, Roller sports, Sport climbing, Squash, Sumo, Surfing, Tug of war, Underwater sports, Water ski, Wushu.</p> <p>In addition, the Erasmus+ sport actions focus particularly on promotion of physical activities. It means that other sports than those stipulated above can be an object of your project proposal. However, it is necessary to demonstrate how these sports/physical activities fit into specific objectives in the field of sport.</p>
<p>Eligible organizations</p>	<p>Any public body or non-profit organisation active in the field of sport, exclusively established in a <u>Programme Country</u>.</p> <p>For example, such organisation can be (non-exhaustive list):</p> <ul style="list-style-type: none"> • a public body in charge of sport at local, regional or national level; • a sport organisation at local, regional, national, European or international level; • the coordinator of a national event organised in the framework of a European event in the field of sport.

	<p>For not-for-profit European sport events related to the 2015 European Week of Sport: European-wide sport events organised in one country must involve participants to the event from at least 3 different Programme Countries. OR events must be organised simultaneously in at least 3 Programme Countries.</p> <p>For not-for-profit European sport events not related to the 2015 European Week of Sport: European-wide sport events organised in one country must involve participants to the event from at least 12 different Programme Countries. OR Sport events organised simultaneously in several Programme Countries must involve participants to the events from at least 12 different Programme Countries. This condition is fulfilled as long as these participants are involved in the sum of events in total.</p>
Eligible countries	<p>This measure is open to the participation of the entities listed above established in one of the following <u>Programme countries</u>:</p> <ul style="list-style-type: none"> • the 28 EU Member states; • the EFTA / EEA countries (Iceland, Liechtenstein, Norway); • EU candidate countries (Turkey, the former Yugoslav Republic of Macedonia). <p>This situation is constantly changing and it is therefore necessary to consult the Programme website for updates.</p>
Duration	The project can last up to 1 year (from preparation to follow-up).
Budget	<p>The total budget earmarked for this call for proposals is estimated at 1.736,4 billion EUR and is allocated as follows:</p> <ul style="list-style-type: none"> • Education and training: 1.536,5 million EUR; • Youth: 171,7 million EUR; • Jean Monnet: 11,4 million EUR; • <u>Sport: 16,8 million EUR</u> <p>The maximum grant to be awarded for Not-for-profit European sport events is 2.000.000 EUR.</p> <p>The EU contribution amounts to maximum 80% of the total eligible costs.</p>
Deadlines	<p>The deadlines are 22nd January 2015 for Not-for-profit European sport events related to the European Week of Sport 2015 only</p> <p>14th May 2015 for Not-for-profit European sport events not related to the European Week of Sport 2015</p>

	<p>The reference time is set at 12.00 (Brussels time).</p>
<p>How to apply</p>	<p>Organizations willing to apply have to be registered into the Unique Registration Facility (URF) system in the Participant Portal of the European Commission's Participant Portal to get a PIC (Participant Identification Code).</p> <p>The application form can only be submitted electronically using the eForm on the official website of the call.</p>
<p>Evaluation criteria</p>	<p>Applications will be evaluated through the following criteria:</p> <p>1. <u>Relevance of the project (30 points)</u> The relevance of the proposal to:</p> <ul style="list-style-type: none"> - the objectives of European policies in the field of sport; - the objectives and the priorities of this Action. <p>The extent to which:</p> <ul style="list-style-type: none"> - the proposal is based on a genuine and adequate needs analysis; - the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups; - the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; - the proposal brings added value at EU level through results that would not be attained by activities carried out solely in a single country. <p>2. <u>Quality of the project design and implementation (40 points)</u></p> <ul style="list-style-type: none"> - The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination. - The consistency between project objectives, methodology, activities and budget proposed. - The quality and feasibility of the methodology proposed. - The extent to which the project includes people with expertise in different areas such as sports practice (training, competitions, coaching, etc.). - The existence and quality of management arrangements (timelines, organisation, tasks and responsibilities are well defined and realistic). - The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget. - The extent to which the project is cost-effective and allocates appropriate resources to each activity. <p>3. <u>Impact and dissemination (30 points)</u> The quality of measures for evaluating the outcomes of the project The potential impact of the project:</p> <ul style="list-style-type: none"> - on participants and participating organisations, during and after the project lifetime;

	<ul style="list-style-type: none"> - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. <p>The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations.</p> <p>The quality of measures to ensure visibility and media coverage of the event and of the EU support.</p> <p>To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 20 points for the category "quality of the project design and implementation").</p>
Link	<p>CALL FOR PROPOSALS 2015 — EAC/A04/2014 Call for Not-for-profit European sport events official website</p> <p>Erasmus+ Programme Guide Erasmus+ Official website</p>