



# **Guideline for Educational Programmes**

---

**Rules for the establishment and implementation of programmes falling under programme area 3  
“Education, Scholarships, Apprenticeships and Youth Entrepreneurship”**

**EEA Financial Mechanism and Norwegian Financial Mechanism 2014 – 2021**

*Adopted by the Financial Mechanism Committee on 9 February 2017*

## **TABLE OF CONTENTS**

<b><u>I. GENERAL INFORMATION .....</u></b>	<b><u>4</u></b>
(a) Legal framework .....	4
(b) Applicability of the Guideline .....	4
<b><u>II. OBJECTIVES OF THE EDUCATIONAL PROGRAMMES .....</u></b>	<b><u>5</u></b>
Educational Programmes Principles .....	5
<b><u>III. THE ROLE OF PROGRAMME OPERATOR (PO).....</u></b>	<b><u>6</u></b>
<b><u>IV. THE ROLE OF DONOR PROGRAMME PARTNERS (DPPS).....</u></b>	<b><u>6</u></b>
<b><u>V. DESIGN OF THE EDUCATIONAL PROGRAMMES.....</u></b>	<b><u>7</u></b>
<b><u>VI. PROJECT ACTIVITIES .....</u></b>	<b><u>7</u></b>
(a) Preparatory visits .....	8
(b) Mobility projects .....	8
(c) Institutional cooperation projects.....	9
<b><u>VII. SELECTION PROCEDURE .....</u></b>	<b><u>10</u></b>
<b><u>VIII. CONTRACTING.....</u></b>	<b><u>10</u></b>
<b><u>IX. PROJECT LEVEL INFORMATION .....</u></b>	<b><u>10</u></b>
<b><u>X. PAYMENTS FROM THE PO.....</u></b>	<b><u>11</u></b>
<b><u>XI. UNIT COSTS.....</u></b>	<b><u>11</u></b>
<b>ANNEX 1: Design of the Educational programmes .....</b>	<b>12</b>
(a) Example Programme design.....	13
<b>ANNEX 2: Selection Procedure .....</b>	<b>14</b>
(a) Call for proposals .....	14
(b) Evaluation and selection of projects .....	14

<b>(c)</b>	<b>Eligibility check .....</b>	<b>14</b>
<b>(d)</b>	<b>Quality check .....</b>	<b>15</b>
<b>(e)</b>	<b>External experts.....</b>	<b>16</b>
<b>(f)</b>	<b>PO ranking list .....</b>	<b>16</b>
<b>(g)</b>	<b>Selection Committee .....</b>	<b>17</b>
<b>(h)</b>	<b>Grant award decision .....</b>	<b>17</b>
<b>(i)</b>	<b>Notification of grant award results to the applicants .....</b>	<b>18</b>
<b>ANNEX 3: Unit costs applicable to activities in the Educational programmes ...</b>		<b>19</b>
<b>(a)</b>	<b>Unit costs applicable to all activities in the Educational programmes ..</b>	<b>19</b>
<b>(b)</b>	<b>Unit costs applicable to all mobility activities .....</b>	<b>20</b>
<b>(c)</b>	<b>Unit costs applicable to individual support for Higher Education mobility activities .....</b>	<b>21</b>
<b>(d)</b>	<b>Unit costs applicable to individual support for VET, School Education, and Adult Education activities.....</b>	<b>22</b>

# **I. GENERAL INFORMATION**

## **(a) Legal framework**

The following documents constitute the legally binding framework which applies to the present Guideline:

- Protocol 38c of the EEA Agreement establishing an EEA Financial Mechanism and/or the Agreement between the Kingdom of Norway and the European Union on a Norwegian Financial Mechanism for the Period 2014-2021, as applicable;
- The Memoranda of Understanding signed between the Donor State(s) and the Beneficiary States.
- The Regulation on the implementation of the European Economic Area Financial Mechanism 2014-2021 and Annexes and/or the Regulation on the implementation of the Norwegian Financial Mechanism 2014-2021 and Annexes (hereinafter referred to as 'the Regulation'), as applicable.

## **(b) Applicability of the Guideline**

This Guideline applies to the implementation of programmes funded by the EEA and Norwegian Financial Mechanisms 2014-2021 (hereinafter referred to as 'the FMs 2014-2021') falling under the programme area 3 "Education, Scholarships, Apprenticeships and Youth Entrepreneurship" (hereinafter referred to as 'educational programmes'). Furthermore, provisions of this Guideline may, by way of specific provisions contained in the programme agreement, be applied to other programmes.

Educational programmes shall be established and implemented in accordance with the legal framework referred to above, this Guideline as well as any specific provisions contained in the Programme Agreements.

This Guideline contains references to certain articles of the Regulation, however users must refer to the entire legal framework, which contains provisions applicable to Educational programmes not addressed in this Guideline. This Guideline contains rules specific to the implementation of educational programmes and consequently expands and further specifies certain provisions of the Regulation. In case of inconsistency between specific provisions of the Regulation and specific provisions within this Guideline, or where specifically indicated in this Guideline, the relevant provisions of this Guideline shall apply.

## **II. OBJECTIVES OF THE EDUCATIONAL PROGRAMMES**

Educational programmes are established under the priority sector innovation, research, education and competitiveness. The objective of the programme area 3 is enhanced human capital and knowledge base.

In order to reach the objective, educational programmes may allocate funding to the following areas of support:

- Institutional cooperation at all levels of education between donor and beneficiary countries;
- Enhancing the quality and relevance of education and training in the beneficiary countries at all levels of education;
- Cooperation and partnerships between education, research and the world of work, including exchange of knowledge and best practice between stakeholders and professional networks and the world of work across institutions and countries;
- Traineeships, apprenticeships and work placements;
- Youth entrepreneurship;
- Improving adult participation in lifelong learning;
- Professional development of teachers;
- Higher education student learning mobility and staff mobility between donor and beneficiary countries.

The educational programmes shall contribute to increasing both the quality and relevance of education and training at all levels. They shall also contribute to the development of the European Higher Education Area (EHEA) and the European Strategic Framework for Cooperation in Education and Training (ET2020) as well as the Copenhagen process aimed at improving Vocational Education and Training (VET).

### **Educational programmes principles**

The educational programmes shall be designed and implemented in accordance with the following principles:

1. Results-based management, as set out in the Regulation, Article 1.3. The Results Guideline provides detailed information on what constitutes a results and risk based management approach, and the Guideline should be closely followed during the concept note development phase, the drawing up of the programme agreement and the implementation of each programme;
2. There shall be a harmonising and simplification of rules and procedures governing implementation of education programmes across all Beneficiary States; in this respect, the national practices for the management and financing of the educational programmes shall be established following the principles of Erasmus + and/or Horizon 2020 EU programmes;

3. All efforts shall be made to maintain English as the main language of communication within the programmes;
4. Educational programmes in Beneficiary States shall be prepared and implemented in close cooperation with any Donor Programme Partners (DPPs);
5. Industry, small and medium enterprises (SMEs) and other organisations from the world of work can participate as partners in education cooperation projects in Higher Education (HE) and VET;
6. Projects engaged in VET that provide skills for job potential shall be encouraged;
7. The following programme area specifics shall be adhered to within the programme area for Education, Scholarships, Apprenticeships and Youth Entrepreneurship:
  - all programmes shall address gender disparities in education and training;
  - priority shall be given to bilateral partnerships offering added value;
  - all programmes shall address inclusive education.

### **III. THE ROLE OF PROGRAMME OPERATOR (PO)**

The PO has the responsibility for preparing and implementing the programme, the daily management and monitoring of the programme and identifying the results to be achieved during the programme period.

Detailed provisions on the role and responsibility of the PO are contained in the Regulation and in particular Article 5.6 thereof.

The PO shall be the main counterpart of the DPP (where applicable), and shall make every effort to promote good cooperation with the aim of achieving the best results for the programme and promoting bilateral relations. The Cooperation Committee, as described in Article 4.4 of the Regulation, is the main forum for collaboration between the DPP and PO.

### **IV. THE ROLE OF DONOR PROGRAMME PARTNERS (DPPs)**

The educational programmes may have one or more DPP designated by the individual Donor State.

The DPPs shall cooperate with the PO in the development and implementation phase of the programme. It is recommended that the PO and DPPs agree in advance on roles and working methods, in order to clarify the level of involvement and the mutual expectations.

Detailed provisions on the role of the DPP are contained in the Regulation and in further guidelines to be adopted by the Donor States.

## **V. DESIGN OF THE EDUCATIONAL PROGRAMMES**

The FMs 2014-2021 employ the programme model. A programme is “a structure setting out a development strategy with a coherent set of measures, to be carried out through projects with the support of the FMs 2014-2021, and aimed at achieving agreed objectives and outcomes” (Article 1.6 (o) of the Regulation).<sup>1</sup>

Following the principles of results-based management, as set out in paragraph 4 of Article 1.3 of the Regulation all programmes in programme area 3 will contribute to the overall objective of enhanced human capital and knowledge base.<sup>2</sup> Each PO will need to formulate one or more programme outcomes, including a bilateral outcome. The PO shall also define the associated outputs which they expect the programme to deliver, via its activities.

Examples of possible outcomes and outputs, and programme design are shown in Annex 1.

## **VI. PROJECT ACTIVITIES**

In addition to the eligible project partners referred to in paragraph 2 of Article 7.2 of the Regulation, the following entities shall also be eligible project partners under programme area 3: VET-institutions in Switzerland, with a specific cooperation agreement with Liechtenstein. Furthermore, with respect to students of Liechtenstein nationality, Swiss universities shall be eligible project partners to the extent that they agree with Beneficiary States partners to engage in mobility activities with them.

Although the project activities are flexible in scope, there are certain common features such as unit costs, the duration of projects and the project calendar cycle (e.g. educational mobility need to adhere to the academic calendar of the hosting institutions) that the design of the educational programmes should respect. The details regarding these common features will be set out in the programme agreements. The following three categories of projects may be included in educational programmes:

---

<sup>1</sup> A PROJECT IS AN ECONOMICALLY INDIVISIBLE SERIES OF WORKS FULFILLING A PRECISE TECHNICAL FUNCTION AND WITH CLEARLY IDENTIFIABLE AIMS RELATED TO THE PROGRAMME UNDER WHICH IT FALLS (ARTICLE 1.6. (T) OF THE REGULATIONS).

<sup>2</sup> PROGRAMMES THAT COMBINE DIFFERENT PROGRAMME AREAS SHALL CONTRIBUTE TO THE OVERALL OBJECTIVE SET IN THE MEMORANDUM OF UNDERSTANDING.

### **(a) Preparatory visits**

The main objective of the preparatory visits action is to help institutions from Beneficiary States and Donor States to establish and strengthen contacts for the purpose of initiating a mobility or institutional cooperation project.

Preparatory visits grants can also be used to attend a contact seminar to identify potential partners.

Preparatory visits grants can be used to visit any type of organisation that could be a potential partner in a future mobility or institutional cooperation project.

Contact with the host entity should be made before applying and it should be proved by attaching the official invitation letter and the (draft) agenda for the visit.

### **(b) Mobility projects**

Mobility projects promote transnational mobility activities targeting learners (pupils, students, apprentices, trainees, volunteers, young people) and staff (teachers, professors, trainers, youth workers, people working in organisations active in the education, training and youth fields). Mobility projects shall involve mobility to or from one or more Donor State(s).

Organisations active in the fields of education, training and youth may receive support from the FMs 2014-2021 to carry out projects promoting different types of mobility. A mobility project will consist of the following stages:

- preparation and management (including practical arrangements, selection of participants, set up of agreements with partners and participants);
- implementation of the mobility activities;
- follow-up (including the evaluation of the activities, the formal recognition - where applicable - of the learning outcomes of participants during the learning activities, as well as the dissemination and use of project results).

Through a single grant application, one institution may apply for one or several individuals (learners and /or staff) to participate in mobility activities across Beneficiary States and Donor States. The applicant institutions should conceive their project in line with the needs of participants and according to their internal plans for internationalisation, capacity-building and modernisation.

### **(c) Institutional cooperation projects**

Institutional cooperation projects are expected to bring positive and long-lasting effects on the participating organisations, on the policy systems in which such actions are framed and, where relevant, on the persons directly or indirectly involved in the organised activities; also, the projects are expected to strengthen the bilateral cooperation between Donor States and Beneficiary States. Thus, all projects must involve a partner organisation from a Donor State.

At a systemic level the projects are expected to trigger modernisation and reinforce the response of education, training and youth systems to the main challenges of today's world (employment, economic stability and growth, as well as active participation in democratic life).

Institutional cooperation projects offer the opportunity for 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 share and implement innovative practices leading to high quality teaching, training, learning and youth work, institutional modernisation and societal innovation.

There is great flexibility in terms of the activities institutional cooperation projects can implement, as long as the proposal demonstrates that these activities are the most appropriate in order to reach the objectives defined in the project. Projects may for instance:

- support synergies between research, education and the world of work;
- integrate new technologies in education and training, and new modes of teaching and training;
- strengthen the cooperation between organisations with a view to establishing exchanges of knowledge and practices, including public awareness-raising campaigns;
- promote the development, testing and/or implementation of innovative practices in the fields of education, training and youth;
- facilitate the recognition and validation of knowledge, skills and competences acquired through non-formal and informal education and training;
- promote the development of education, training and youth systems and their integration in actions of local and regional development between regional authorities;
- fostering entrepreneurial mind-sets and skills to encourage active citizenship and entrepreneurship (including social entrepreneurship), with special focus on young people;
- engage in curriculum development projects and projects developing joint programmes and degrees;
- share innovative solutions for inspiring and recruiting young people to studies, work or entrepreneurships;
- enhance inclusive education;

- develop and support quality dual learning, apprenticeships and work placement systems;
- promote exchange of knowledge and best practice between stakeholders and professional networks;
- develop strategic partnerships with SMEs;
- set up training courses of teachers and trainers, staff exchanges and job-shadowing.

## **VII. SELECTION PROCEDURE**

In line with Article 7.4 of the Regulation, the PO shall be responsible for the project evaluation and the award of grants and may in this respect choose a selection procedure. However, in order to ensure smooth cooperation between the states engaged in the educational programmes, a common selection procedure may be implemented to enhance efficiency. A recommended selection procedure is provided in Annex 2.

## **VIII. CONTRACTING**

Applicants of projects selected for funding will receive from the PO the notification containing the result of the selection and a grant offer. Applicants will be required to answer in a specified period of time.

If the project promoter refuses the grant or does not respond to the grant offer in a timely manner, the PO will not conclude a contract with that promoter and will notify one or more promoters on the reserve list. The project contract and partnership agreement (where relevant) shall be in line with Article 7.6 and Article 7.7 of the Regulation, respectively.

## **IX. PROJECT LEVEL INFORMATION**

The PO shall be responsible for providing the information requested by the Financial Mechanism Office following project level information and individual mobilities templates. For reporting purposes, in the event of single mobility projects, these must be grouped together for project level information. The detailed list of mobilities will be submitted according to the individual mobilities template.

For further information on reporting requirements of the PO, please refer to the Regulation Article 5.6 and the Results Guideline.

## **X. PAYMENTS FROM THE PO**

The PO shall ensure timely transfer to the project promoter of an advance payment, interim payments (if applicable) and a payment of the final balance and should ensure that the project promoter will transfer the funds to the partners in due time.

The rate of the advance payment and interim payments shall be set in project contract and the partnership agreement.

In Beneficiary States where the POs and project promoters own accounts in euro, the financial flows related to the FMs 2014-2021, i.e. from the Certifying Authority to POs, from POs to project promoters and project partners and vice versa - shall be conducted in euro.

## **XI. UNIT COSTS**

By way of derogation from paragraph 1 of Article 8.4 of the Regulation, the project grant under programme area 3 may take the form of the standard scales of unit costs contained in Annex 3 to this Guideline.

## **ANNEX 1: Design of the Educational programmes**

The following is a list of examples of indicative outcomes from which POs may choose one or more. Each programme outcome would need to have at least one outcome indicator to be able to measure progress throughout the programme period.

- Increased quality of education/training (at any level);
- Improved links between education, research and innovation, and employers;
- Job seekers have relevant and transferable job skills;
- Young people experienced a smooth transition from education and training to employment;
- Increased/improved potential for youth entrepreneurship;
- Equal opportunities exist for all learners (including disabled people and disadvantaged groups);
- Increased completion of education and training among disadvantaged groups;
- Improved adult participation in education and training as part of lifelong learning;
- Improved use of technology in education and training;
- Improved skills of education and training professionals.

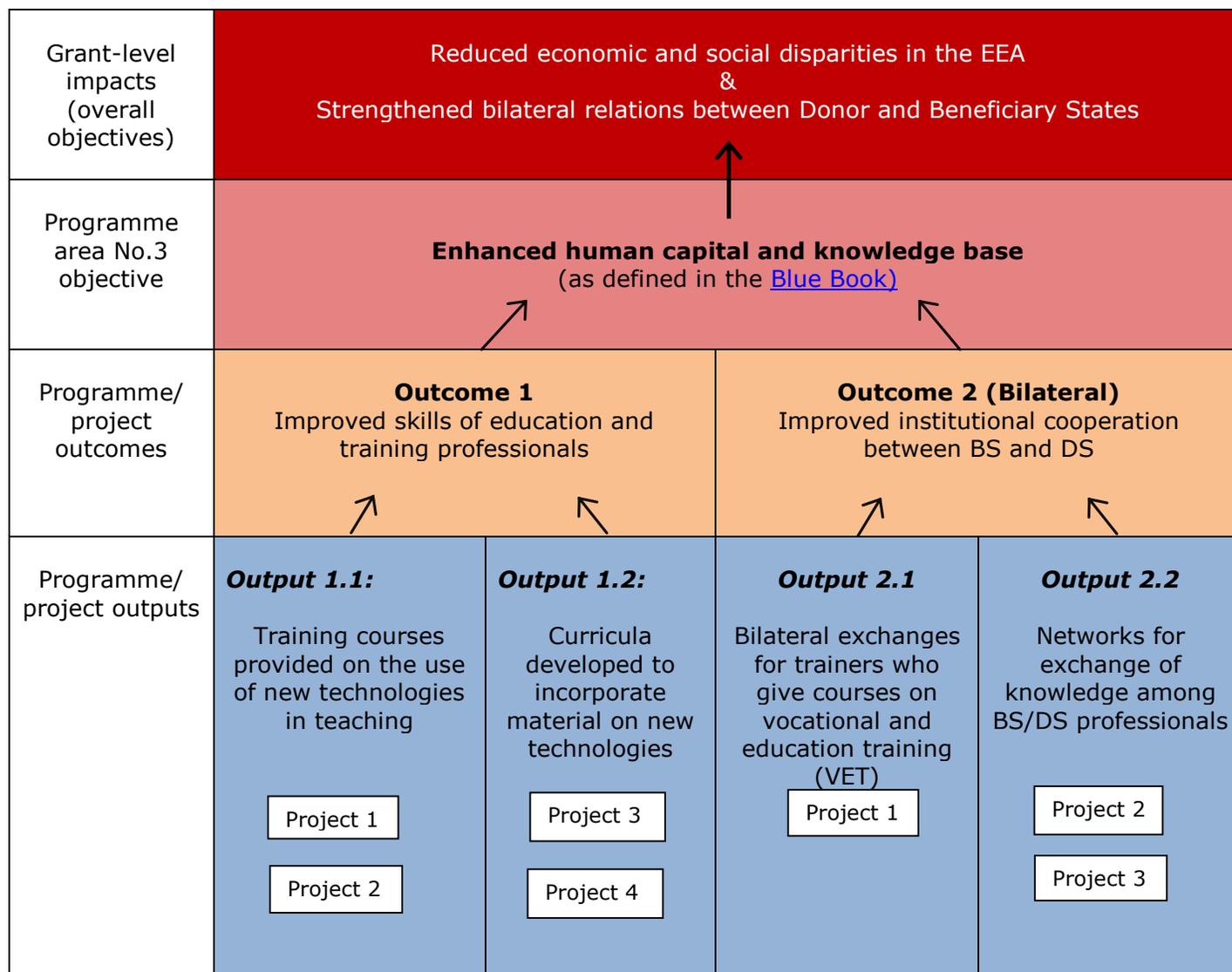
In addition, POs will need to define those outputs which the programme will deliver, in order to achieve its desired outcomes. Outputs are the products, capital goods and services delivered by the programme. Each output will need an output indicator. Some examples of programme outputs are given below. This is an indicative list and may not cover all the activities carried out by supported institutions.

- Mobility projects for learners and staff in the fields of HE School Education (SE), Adult Education (AE), VET and Youth;
- Preparatory visits that enable organisations from Beneficiary States and Donor States to establish contacts, and to initiate further cooperation;
- Training courses for teachers and trainers;
- Staff exchanges;
- Job-shadowing;
- Provision of youth entrepreneurship courses and training;
- Cooperation projects between regional authorities and supported institutions;
- Curriculum development projects and projects developing joint programmes and degrees;
- Exchange of knowledge and best practice between stakeholders and professional networks;
- Strategic partnerships with SMEs.

POs must also use the relevant core indicators, where they apply, including the bilateral core indicators. Core indicators measure aggregated results for specific areas of high political interest for the Donor States.

**(a) Example of programme design**

The figure below provides an illustrative example of programme design, including specific programme outcomes and their associated outputs:



*Figure 1: A schematic representation of the programme model for an Educational programme*

For further guidance on programme design, formulation of outcomes, outputs and selection of indicators, as well as a checklist for results frameworks, please see the Results guideline.

## **ANNEX 2: Selection procedure**

The programme agreement sets out the selection procedure. The following selection procedure is not mandatory but serves as an example.

### **(a) Call for proposals**

Applications for financial support under the educational programmes are made in the form of proposals submitted to the PO. Requirements for calls for proposals are contained in Article 7.3 of the Regulation.

Detailed provisions on eligible project promoters and project partners are contained in Article 7.2 of the Regulation. Any limitations to the eligibility of applicants should be clearly set out in the programme agreement.

### **(b) Evaluation and selection of projects**

With reference to paragraph 7 of Article 7.4 of the Regulation, the selection procedure described below may be used as and where required by the programme agreement.

Proposals shall be selected and grants awarded on the basis of awarding criteria that will be described in the respective call.

All proposals submitted to a call shall be treated equally and evaluated impartially, irrespective of their origin.

All proposals and related documents and/or data, know-how etc. communicated to the PO within the call for proposals shall be treated in confidence.

### **(c) Eligibility check**

The PO shall review the applications for compliance with eligibility criteria of the programme and of the ones mentioned in the respective call (eligibility check).

The aim is to verify whether all applications comply with the exclusion criteria and the eligibility criteria pre-announced in the relevant call for proposals, the application form and Guidelines for Applicants applicable to the selection round concerned.

Each proposal must fulfil all the eligibility criteria if it is to be retained for further assessment.

At least the following eligibility criteria apply to all proposals submitted under a call:

1. receipt of proposal by the PO before the deadline date and time established in the call;
2. minimum conditions (such as eligibility to apply for funding, number of participating institutions), as referred to in the call for proposals;
3. appropriate application forms relevant to the call for proposals, signed by authorized person with all required obligatory annexes;
4. completeness of the proposal, i.e. the presence of all requested administrative forms and the proposal description.

If one or more of the eligibility criteria have not been fulfilled, the proposal is declared ineligible by the PO and is withdrawn from further evaluation.

The eligibility check will result in a list of grant applications that will be further subject to a quality assessment and a list of grant applications rejected due to formal reasons.

Applicants whose applications are rejected at this stage shall be informed and given a reasonable time to appeal that decision.

The eligibility check of any type of grant application may be undertaken by the PO's staff members. PO staff shall be required to sign a declaration that no conflict of interest exists at the time of eligibility check and that they will inform the PO at once should such a conflict arise. In such cases, the PO shall take all necessary actions to remove the conflict of interest.

#### **(d) Quality check**

It is recommended that submitted proposals be assessed for their coherence with and likely contribution to the stated outputs and outcomes of the call to which they are applying.

Quality check shall be done by two experts in the form of organized peer review system, meaning that each application will be assessed by two experts independent of and external to the PO.

The experts shall separately score the project according to the selection criteria published with the call for proposals. For the purpose of ranking the projects, the average of the scores awarded by the experts shall be used.

If the difference between the scores given by the two experts is more than 30% of the higher score, a third expert may be commissioned by the PO to score the project independently. In such cases the average score of the two closest scores shall be used for the ranking of the projects.

Their consolidated assessment is considered the final assessment of a given project proposal, and forms the basis for establishing the ranking lists of eligible grants applications.

There is no appeal against the results of the quality check.

#### **(e) External experts**

The PO shall establish a pool of experts to be assigned to different topics/areas of knowledge and/or project type, to the purpose of assessing the applications and/or final reports of the projects from qualitative point of view.

At least the following requirements in appointing the experts shall apply:

- the expert is independent from the PO ( i.e. the expert is not employed by the PO);
- the expert has working knowledge of English;
- the expert has experience with project management and international cooperation;
- the expert has proven professional skills and knowledge in the relevant field.

When appointing experts, the PO shall take all necessary steps to ensure that the experts are not faced with a conflict of interest in relation to the proposal(s) that will be submitted to their opinion.

Experts shall be required to sign a declaration that no such conflict of interest exists at the time of their appointment for a specific call and that they will inform the PO at once should such a conflict arise in the course of their duties. In such cases, the PO should take all necessary actions to remove the conflict of interest. In addition, all experts shall be required to confirm that– at the moment of assessment – they have no conflict of interest for each proposal that they are asked to examine.

The PO is responsible for the briefing of experts before the assessment sessions. The briefing of experts covers the assessment process and procedures, as well as assessment/quality criteria to be applied (with weighting and thresholds – if applicable), and the content and expected impact of projects under consideration. The PO shall develop a Guide for Experts Evaluators, which shall meet the requirements for the main call text and the Guidelines for Applicants, as necessary.

#### **(f) PO ranking list**

The PO shall prepare a ranking list of projects proposed for funding based on the scoring in the consolidated assessment forms. Should any thresholds/weightings be a part of expert assessment, such information shall also be mentioned in the ranking list.

In preparing the ranking list, the PO may recommend to reduce the project budget applied for, with an explanatory note for the Selection Committee for the grounds of such decision.

### **(g) Selection Committee**

The PO shall establish a Selection Committee consisting of persons with sufficient expertise in the field of education. The Selection Committee shall consist of at least three persons possessing the relevant expertise. At least one of them shall be external to the Programme Operator.

A representative of the PO will chair the Committee, but will not be authorized to vote. Representatives of the DPP(s) shall be invited to participate in the meetings in an advisory capacity. Representatives of the Donor States and the National Focal Point shall be invited to participate as observers.

The PO will provide interpretation assistance for Selection Committee meetings when necessary. The Selection Committee will keep minutes of its meetings. In exceptional cases, should a meeting of the Selection Committee after completion of the selection process not be possible, written consultation by e-mail with Selection Committee members will be applied.

Based on the expert scoring and comments included in the consolidated assessment, the PO gives the Selection Committee a ranking list of the grant applications, differentiating between applications proposed for approval, rejection and reserve list. The ranking list will include the grant amounts foreseen for those applications proposed for approval or reserve list. The Selection Committee may modify the ranking of the projects in justified cases. The justification for the modifications shall be detailed in the minutes of the meeting of the Selection Committee. If modification results in the rejection of a project, the affected applicant shall be informed in writing about the justification for the modification.

The Selection Committee will submit the list of recommended projects to the PO.

### **(h) Grant award decision**

The PO shall verify that the selection process has been conducted in accordance with the Regulation and the present Guideline and that the recommendations from the Selection Committee comply with the rules and objectives of the programme.

Following such verification the legal representative of the PO will, based on the decision of the Selection Committee, make a decision on the projects approved for funding.

If the PO modifies the decision of the Selection Committee, such modification shall be justified in detail and the justification shall be kept in the file of the respective selection round; subsequently, the PO will inform the applicants affected and provide them with an

appropriate justification. The Selection Committee shall also be informed as soon as possible.

After the selection procedure is complete, the final decision on awarding the grants shall be made public on the website of the PO.

**(i) Notification of grant award results to the applicants**

The PO shall inform all applicants about the final outcome of the selection process. This notification shall be done in writing in the form of a letter or by e-mail and in the case of unsuccessful applicants, shall contain a brief description of the reasons for the proposal's rejection.

### ANNEX 3: Unit costs applicable to activities in the Educational programmes

#### (a) Unit costs applicable to all activities in the Educational programmes

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to travel costs of participants, from their place of location to activity venue and return	Scale of unit costs	Distances between 10 – 99 KM: 20 EUR per participant  Distances between 100 – 499 KM: 180 EUR per participant  Distances between 500 – 1999 KM: 275 EUR per participant  Distances between 2000 – 2999 KM: 360 EUR per participant  Distances between 3000 – 3999 KM: 530 EUR per participant  Distances between 4000 – 7999 KM: 820 EUR per participant	Automatic (mobilities)  Conditional (ICP): applicants to justify financial need related to project objectives and results
Special needs support	Additional costs related to participants with special needs	Reimbursement of portion of eligible costs	Up to 100% of eligible costs	Conditional: financial support for special needs must be motivated in application

**(b) Unit costs applicable to all mobility activities**

Eligible costs		Financing mechanism	Amount	Rule of allocation
Linguistic support	Costs linked to participant support prior to departure or during mobility, in order to improve the language they will use to study or receive training	Scale of unit costs	150 EUR per participant needing linguistic support	Conditional: applicants must request support in instruction language of activity, on the basis of participants' needs
Exceptional costs	Costs to support participants with fewer opportunities	Reimbursement of portion of eligible costs	100% of eligible costs	Conditional: request for financial support must be motivated in application

**(c) Unit costs applicable to individual support for Higher Education mobility activities**

Eligible costs		Financing mechanism	Amount	Rule of allocation
Individual support for learners	Costs directly linked to subsistence of participants, including accompanying persons, <sup>3</sup> during mobility	Lump sum	1200 EUR/month for BS students engaged in study/placement mobility in DS	Automatic
Individual support for staff and professionals			Or 1000 EUR/month for DS students engaged in study/placement in BS	
			Grant for BS staff undertaking a mobility to a DS : <ul style="list-style-type: none"> <li>- 250 € /day</li> <li>- 1250 € /week</li> <li>- 2200 € for 2 weeks</li> <li>- 3000 € for 3 weeks</li> <li>- 4000 € for 4 weeks</li> </ul> Grant for DS staff undertaking a mobility to BS <ul style="list-style-type: none"> <li>- 150 € /day</li> <li>- 750 € /week</li> <li>- 1250 € for 2 weeks</li> <li>- 2000 € for 3 weeks</li> <li>- 3000 € for 4 weeks</li> </ul> Subsistence for another 2 travel days (one before and one after the activity period) could be allocated (if needed).	

<sup>3</sup> AS A GENERAL DEFINITION APPLYING TO ALL FIELDS OF EDUCATION TRAINING AND YOUTH, AN ACCOMPANYING PERSON IS THE ONE WHO ACCOMPANIES PARTICIPANTS –WHETHER LEARNERS OR STAFF/YOUTH WORKERS -WITH SPECIAL NEEDS (I.E. WITH DISABILITIES) IN A MOBILITY ACTIVITY, IN ORDER TO ENSURE PROTECTION, PROVIDE SUPPORT AND EXTRA ASSISTANCE.

**(d) Unit costs applicable to individual support for mobility activities other than Higher Education**

Eligible costs		Financial mechanism	Amount	Rule of allocation
Individual support for learners	Costs directly linked to subsistence of participants, including accompanying persons, <sup>4</sup> during mobility	Scale of unit costs	up to the 14 <sup>th</sup> day of activity: <u>A2.1</u> per day per participant + between the 15 <sup>th</sup> and 60 <sup>th</sup> day of activity: 70% of <u>A2.1</u> per day per participant + between the 61 <sup>th</sup> day of activity and up to 12 months: the 50% of <u>A2.1</u> per day per participant	Automatic
Individual support for staff and professionals			up to the 14 <sup>th</sup> day of activity: <u>A2.2</u> per day per participant + between the 15 <sup>th</sup> and 60 <sup>th</sup> day of activity: 70% of <u>A2.2</u> per day per participant	

	Learners mobility	Staff mobility
	Min-Max (per day)	Min-Max (per day)
	A2.1	A2.2
Bulgaria	120	150
Croatia	120	150
Cyprus	120	150
Czech Republic	120	150
Estonia	120	150
Greece	120	150
Hungary	120	150
Iceland	150	200
Latvia	120	150
Liechtenstein	150	200

<sup>4</sup> AS A GENERAL DEFINITION APPLYING TO ALL FIELDS OF EDUCATION TRAINING AND YOUTH, AN ACCOMPANYING PERSON IS THE ONE WHO ACCOMPANIES PARTICIPANTS –WHETHER LEARNERS OR STAFF/YOUTH WORKERS -WITH SPECIAL NEEDS (I.E. WITH DISABILITIES) IN A MOBILITY ACTIVITY, IN ORDER TO ENSURE PROTECTION, PROVIDE SUPPORT AND EXTRA ASSISTANCE.

Lithuania	120	150
Malta	120	150
Norway	150	200
Poland	120	150
Portugal	120	150
Romania	120	150
Slovakia	120	150
Slovenia	120	150