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Frequently asked questions from National Agencies

1. *Registration in URF / Obtaining PIC / Validation of organisations*

Question	Answer
Do all partner organisations in KA1 have to register in URF or is this optional?	All organisations must register in URF or they cannot be entered in the application forms.
If the legal entity and financial identification documents are not uploaded by the organization but a PIC is obtained what is the deadline to upload these documents?	Financial identification documents are required only for applicant organisations (not for partners: see Technical Guidelines for completing the eForms). For the applicant, the NA must have the information in time for completing the financial data in the grant agreement.
Can an organization obtain PIC on behalf of another organization? Which one is the eligible applicant: <ul style="list-style-type: none"> - the school itself or the foundation which it is affiliated with? - department under a general directorate which all together are subsidiary to a ministry? 	Technically this is possible, but it should not be recommended. In school education, the eligible applicant is the school, not the organisation (public or other body on which it depends). In the case of a ministry department, the applicant organisation will have to be the legal entity concerned (presumably the ministry in this situation).
3 questions in PIC application were not mandatory, i. e. organisations were able to submit the applications with these fields left blank but now it turns out they will not be able to submit an application without this information. They need to change the data in URF.	Organisations must first fill these 3 questions before they can submit the application form, see Technical Guidelines for completing the eForms. However, due to technical problems with URF, for organisations that were already registered for other EU funding programmes, the obligation has been disabled in the EPlusLink release of 26/2/2014 to allow notably HEIs to apply without difficulty at this level.
If the Partner Country organization is invalid, is there an option for not rejecting the application as a whole?	No, in such case the whole application must be rejected.

Hosts shouldn't have to have a PIC	If they are listed in the application form, they must have a PIC, otherwise the form can't be submitted. However, in KA1 the receiving organisation does not always have to be identified in the application form (see PG for details)
If a small company is active in several countries and have only one legal representative; would it be possible to register one separate PIC-code in each country?	If the company is a single legal entity, a single registration and PIC apply. If the branches in other countries are registered as separate legal entity, they have to register separately and obtain their own PIC.
What happens if a body gets a PIC, all is ok etc, but then it has a legal status change (eg a merger between schools due to cuts in education budgets or a public body becoming semi-public – might be other examples ..) - would a new PIC also be needed ?? or just an adaption of the current one ?	URF provides for mergers of legal entities etc. The technical rules will be provided to applicants/beneficiaries and NAs.
Can one organisation appear in several applications under the same action (as applicant or partner)? I.e. can the same PIC appear?	Yes, see the Programme Guide.
How can the NAs be sure of the legal entity of Partner Countries organizations? Which documents can be used to validate these organizations?	These organisations must upload a certified English translation of their statutes in URF.

2. *Language of the Application*

Question	Answer
Could you please comment on the information concerning languages (p.197 of the Programme Guide 2014)? It is said that the electronic form should be drawn up in one of the official languages used in Programme Countries. Does it mean that e-form in the NA of Latvia should be submitted only in Latvian (which is the official language used in Latvia) or could it be submitted in any official language used in Programme Countries (e.g., English, German, Italian etc.)?	An application can be submitted in any language of any Programme Country.

3. Clerical errors in the Applications

Question	Answer
In the case of a clerical error in the application form, when applicant forgets to apply for quite obvious grant items, can the budget be increased?	No, this cannot be done automatically by the NA. If the NA suspects a clerical error, it needs to go back to the applicant and get a written modification of the mistake. Only after that the NA may award funds, limited to the amount requested by the applicant.

4. Supporting documents

Question	Answer
What are the supporting documents to be attached to the e-form for eligibility check? Shall NAs define these documents?	Please see the checklist included in the eForms and the Technical Guidelines for completing the eForms.

5. Quality assessment by Experts

Question	Answer
Page 3: "Persons involved in a project application in the selection round for the action under assessment are considered as having a conflict of interest for that selection round and will not be appointed experts". Is this statement valid for all actions in a selection round or for one specific action (KA1 or KA2)?	Per action.
How should applications be assessed – in their own right (proportionality) or through comparison with other applications (benchmarking)?	Both elements have to be considered: proportionality should be applied in terms of experience and capacity of the organisations involved; benchmarking should apply to compare like with like.
Have the "explanatory notes" / introduction to school education (Annex 5 after p. 57 in version 6 of 6/12/2013) been purposefully deleted in version 9 Of 20/12/2013 (now only links instead of concrete examples)?	Yes, it was considered that an interpretation would not provide the full picture and therefore the notes were replaced by direct references to the relevant policy documents.

Provision of clearer descriptions of the relevant priorities would be very useful for both the applicants and the assessors (rather than just referring to links and EU policy documents).	To avoid too restrictive or wide interpretations, the explanatory notes have been abandoned and only reference to the main policy reference documents has been kept in the Guide for Experts.
Are there any „bonus points“ for newcomers to the Programme?	No, but experts must apply proportionality in the assessment of all award criteria, taking into account experience and capacity of the organisations concerned.
If projects score less than half the points in any of the award criteria are they rejected?	Yes. In addition, even if the project scores exactly half of the points in each category but overall does not reach the total of minimum 60 points, it will be rejected.
Page 39: Newcomers: How many points do newcomers receive? Are the points given per newcomer organisation or per project as a whole?	None; see above on proportionality.
Will eligibility forms be made available for the eligibility check aspect of the assessment procedure? When will these be available?	The eligibility forms are implemented directly in EPlusLink.
P. 6: suggests that decimalization should not be used. This was very useful in the past particularly when ranking projects at European level – the previous guide for evaluators stated “Each criterion must be rated using numbers to one decimal place to be written in the space provided.” What is the justification for changing this system?	Decimals are not allowed for the initial assessment by individual experts, but may be used at the consolidation phase.
P. 8: please explain the need to assess application in full if it’s evident that it does not address the relevant priorities, is not suitable for the field or is assessed as ‘weak’ under relevance of project (under LLP, any projects scoring ‘weak’ under did not proceed to full evaluation)	All eligible applications have to be assessed in full even if they would fail on any one of the award criteria. The reason is twofold: 1) applicants have the right to get full feedback on all aspects of their application and 2) the ranking of proposals is based on the total score that must be the total of scores given to each award criterion.
In relevance of the project in KA1 and KA2 we can give a project maximum 30 points, would you give max 10 points for each of the 3 topics?	No, overall score for the award criterion as a whole to be considered.

<p>KA1/KA2/KA3: Measurement of the topics within each category (relevance, quality, impact/dissemination):</p> <p>How do we measure all the topics in each category/box (8 topics in “Quality of the project design and implementation” in KA1)</p> <p>Do you look at each topic as equally important within each box, do you weigh them equally? We believe for example that the quality of non-formal learning participative methods is more important than many other topics in the same box.</p> <p>We also believe that NFL is not relevant in KA3 because the projects are about communication between young people and decision makers.</p> <p>Similarly we believe that the consistency between project objectives and activities is more important in KA3 than in KA 1. It is obvious that in KA1 the objectives are more or less learning objectives but the objectives might be different in KA3.</p> <p>How would we deal with topics when some things are not applicable/relevant? Do other topics in the box weigh more when some topics are not relevant or does this topic get zero points and therefore lower the scores of the award criteria.</p>	<p>The expert has to look into all elements of analysis for a given award criterion and then make an overall judgement on the criterion as a whole. The individual elements of analysis should not be scored separately.</p> <p>The quality of non-formal learning participative methods and the active involvement of young people is only one of the elements of analysis of the quality project design and implementation. The experience from the past, shows that, even in the case of project promoting dialogue between young people and decision-makers, the use of participative NFL methods is a determinant element of quality in the projects.</p> <p>In all cases the activities must match the objectives of a project.</p> <p>If some points are not applicable, they should not be considered for the score to be given for the specific award criterion.</p>
<p>Is the Guide for Experts made public?</p>	<p>Yes, it is published on the EC's E+ website.</p>
<p>For bigger NAs, do they have to control the quality of every written summary feedback by every evaluator? Can they just control a sample? Or can they get independent other experts to control the experts' summary feedback? NAs are worried about the time and work needed to control that.</p>	<p>Ultimately, the NA is responsible for the quality of the quality assessment and any complaints will have to be handled duly by the NA. The NA therefore has a great interest in making sure that the experts' comments are of high quality before notifying applicants of the selection results. The EC will also monitor how the NA manages the quality assessment to make sure that there are consistent quality levels across the Programme Countries.</p>
<p>Can this year's experts submit applications in future rounds?</p>	<p>Yes, they can.</p>

Can NAs ask applicants for further clarifications of the grant requested before taking the decision of cutting the applicant's budget?	No, unless a clerical error is suspected. NAs must be careful to ensure fair and equal treatment among applicants.
Can experts split the score for each award criterion into percentages for each sub-criterion?	No, as the Guide for Experts states, an overall score must be given covering all elements of analysis for a given award criterion.
Can NAs keep organizing final panel for their experts after the individual assessments in order to allow experts to discuss on the spot and consolidate?	This is possible, provided that the approach respects the principles set out in the Guide for NAs, ensuring fair and equal treatment of applicants and respecting in full the published criteria. Such panel cannot, however, replace the evaluation committee, unless it is given the status of evaluation committee in formal terms.
1 application should be per organization, not legal entity (schools don't have legal entity)	Yes, one application per school, even if the school depends on another legal entity.
Can EACEA make available to each NA a list of experts from their particular country so that the NA can use them for assessment of KA2	No, this is not possible in view of protection of private data.

6. Priorities

Question	Answer
The question on the most relevant priorities seems to be a dropdown menu. Which items will the list contain? (general programme priorities, specific priorities according to the activity type chosen, ...?)	Both horizontal priorities and field-specific priorities are included in the list.
Priorities – We received communication from the Commission stating that Priorities (p.27 of Programme Guide) are not exclusive however the same communication also stated that if the project did not address one of the priorities then a project would fail the award criteria "Relevance" and therefore not be selected. This would imply then that these priorities are exclusive and that if the project doesn't address one of these priorities then	The wording of the Programme Guide is correct. The project relevance depends on the extent to which it addresses the objectives of European policies (both for the field as well as transversal policies. The reference documents that define the policy frameworks are described in Annex 6 of the Guidelines for experts), as well as the objectives and priorities of the action. The better the project addresses one or more objectives and/or priorities, the more relevant it is. This implies that a project not addressing any of these objectives

Question	Answer
<p>there is no point in them applying as they will not be selected. This requires clarification especially as the wording of the Programme Guide does not imply they are compulsory by stating “priority will be given to” and not “projects must address one of the following priorities”.</p> <p>Furthermore, there appear to be 2 elements to the Priorities. Under Award Criteria “Relevance” the assessor has to look at the relevance of the proposal to a) the objectives of European policies and b) the objectives and priorities of the Action. What if the proposal only addresses either a) or b) Should they still fail the award criteria?</p>	<p>and/or priorities has to be considered as "weak" for the relevance criterion and therefore not accepted for grant support.</p>
<p>For actions where there are priorities, are priorities exclusion criteria?</p>	<p>No, they are not. However, the relevance of the project depends on the extent to which the policy frameworks, the objectives and priorities of the action are met.</p>

7. *Distance calculator*

Question	Answer
<p>For the calculation of travel costs applicants should use the EC calculator: are the numbers of kilometres (and the amounts) based on a one way trip or a return trip? Where to find this calculator?</p>	<p>They are based on a one way trip. The calculator is available on the Erasmus+ website of the EC. More explanations are provided in the guidelines on how to fill-in an e-form.</p>
<p>Calculator of kilometres – will it count kilometres from the nearest airport or from the place of residence?</p>	<p>The on-line calculator is available on the EC E+ website. Applicants/beneficiaries should indicate in the calculator their actual place of departure and their actual place of destination and the calculator will provide the number of km that are used to decide which distance band must be used for travel grant. See also Technical Guidelines for completing eForms.</p>

8. Synergies between Erasmus+ and other EU funding

Question	Answer
The European Commission recommends cooperation with other Programmes like ESF. How can we ensure that double funding is avoided?	The NA needs to put in place the necessary checks with the national managing authority.
Are there any synergies foreseen between Erasmus+ and structural funds and other European sources of funding?	The synergies are foreseen in the E+ Regulation and the Regulations for the Structural funds. Under the Structural Funds the EC is called to produce a handbook for national managing authorities to help them establishing synergies and avoid overlaps between different funding instruments. DG EAC will develop adapted guidelines for its fields of action on the basis of that handbook
If project is going to be funded from other sources of funding like EFS, does it have to be show in the application form?	The applicant needs to mention it in the section "other EU support".

9. Budget calculation and cuts

Question	Answer
Are special needs on top of travel and individual support for KA1 and KA2?	If there are specific costs related to the participation of persons with special needs, they should be accounted for under the "special needs" grant item based on real costs. There can, however, be no overlap between the costs covered from this category and any category of the unit cost based grant items (e.g. travel, individual support).
Can the grant calculated in the application form be lower than the grant requested?	The grant request cannot be higher than the automatic calculation based on the unit costs.
Can NAs cut budget of projects in order to be able to fund more projects but with smaller budgets?	The NA can take account of the overall budget available for HE and VET KA1 mobility as specified in the Programme Guide. As for other fields and other actions, the budget cuts can only be made on the basis of a recommendation by the experts that have assessed the proposal.

10. Selection procedure

Question	Answer
Is the right to redress based also on national laws or only on Commission's legal base? The quality aspects of a proposal, can they be the object of a redress?	<p>The right of redress comes from the Financial Regulation which applies to the NAs as per the Guide for NAs.</p> <p>Any aspect of treatment of applicants/beneficiaries that they perceive as negative for them can be the subject of appeal.</p>
Precise deadlines until when the selection process has to be finalised for KA1 and KA2?	Revised calendar for 2014 will be issued shortly to NAs.
Are the NAs required to notify the applicants with the scores and comments of the quality assessment?	Yes.
Page 9: Are the NAs required to notify the applicants with the scores of the quality assessment? What is meant with scores – numbers or description in words?	Scores = number of points. The NA must provide these scores to applicants.
How should NAs tackle several applications with the same score for?	<p>Firstly, the NA should instruct experts to score applications in such a way that the whole range of scores is used to the maximum to avoid too many applications with identical (average) scores.</p> <p>Secondly, the NA could have the applications assessed again in order to differentiate more finely between the applications scored identically (e.g. use of a third expert as indicated in the Guide for NAs)</p> <p>Furthermore, the Evaluation Committee could look into those applications in more detail and rank projects with the same score in a given order based on objective reasons and ensuring fair and equal treatment to all applicants.</p>

11. KA1: Learning Mobility of Individuals – General questions

Question	Answer
<p>The interpretation of award criteria differs for school education (P. 12) and Adult Education (p. 17) - the difference being the omission of 'priorities of the field':</p> <ul style="list-style-type: none"> o The proposal corresponds to the objectives of the Action, which are defined in Part B of the Programme Guide. (p. 12) o The proposal corresponds to the objectives of the Action and priorities of the field described in Part B of the Programme Guide (p. 17) 	<p>This has been addressed in the final version of the Guide for Experts.</p>
<p>Concerning "The expected learning outcomes of the participants are clearly explained and in line with the identified needs of the target group(s) concerned." (under Relevance, VET/AE Mobility for staff and students. On what level do we expect learning outcomes to be described at application stage? Only in general? Or also specific (individual)? And in relation to validation of these learning outcomes, what is our opinion on validation as part of the assessment? What is the minimum? What if no European instruments (ECVET/Europass) are used, what do we consider validation should be at least about?</p>	<p>A description of the learning that will take place and eventual outcomes should be as full as possible and should be proportionate to the type of application. It may not be possible at application stage to identify every single unit of learning outcomes of every individual as indeed not all flows are yet defined or known, but as strong an idea as possible about the learning activities and areas should be painted. Just stating that mobilities will be in the woodwork department is not enough – the application should be more specific and would be scored down as the applicant should show how the mobility intends to bring added value to learning. Validation should ideally involve ECVET or if not, Europass or a nationally relevant certification.</p>
<p>Impact and dissemination, according to the programme guide, a dissemination plan isn't required for mobility projects (VET/AE), but then what do we expect to be part of the application?</p>	<p>For VET and AE KA1 mobility a formal dissemination plan isn't required. However, there should be an indication in the application of dissemination activities. These should at least take place within the sending organisation and at best in the wider community or between different schools. Post-project self-evaluation post-project to improve subsequent mobility flows and orientation would also show added quality.</p>
<p>Will it still be possible for the coordinating organisation to pay lower amounts to the beneficiaries than the maximum rates (subsistence/travel costs) in order to be able to send more beneficiaries abroad?</p>	<p>The grant agreement will specify the flexibility that the beneficiary will have.</p>

Will it still be possible for the NA to generally cut the budgets of the submitted applications (to be able to fund all/more of the well rated projects) or is this just possible when explicitly justified in the quality assessment?	See above.
The travel budget of the mobility activities depends on the distance from place of origin of the staff to the venue of the activity and return. Does “The place of origin” mean the city in which the staff live or the country from which the staff comes from?	The place of origin is the place from which the person must leave to travel abroad; so normally the place where the person lives as his/her normal place of actual residence.
Is it possible for a beneficiary of a KA1 project ongoing to apply for another KA1 in the next round?	Yes.
Checklist in KA1 application – letter of mandate can't be attached at application stage.	It can be attached. The mandate template is available on the EC E+ website.
In KA1, can an additional call be organised for one sector only?	See the Guide for NAs section 3.2. Call for proposals.
Can we reduce the mobilities from proposals that are planning too many, in order to allow projects on borderline to get funding and be implemented?	Reduction based on budget availability is provided for in E&T only for HE and VET in 2014.
Is there a way to recognise the mobilities at national level?	This is a matter of national competence. But at school level, the school principal has several ways of 'recognising' it: the mobility is planned to take place during the academic year and not during the holidays of teachers; teachers can get extra credits for mobility in some countries (i.e.: SK); the principal makes it possible for the teachers to disseminate the experience of their mobility at school level, in meetings with other school principals from the municipality, region, etc.
What types of dissemination can exist and be encouraged in KA1?	Some examples are articles in local newspapers, county meetings, directors' meetings, etc.
The learning agreements are not compulsory at the application stage, but are they compulsory after the award of the grant?	They will be contractually required in the grant agreement for HE and VET and beneficiaries will have to be able to produce them in case of checks. For AE and SE, they will be recommended but optional.

Is there a pre-defined/mandatory start date in the e-Form (drop down menu)?	There is no drop-down menu in the eForms but there are indications as to start dates of projects, different for different fields, in the “Technical guidelines for completing application e-Forms for Actions Managed by National Agencies”.
Can NAs ask for interim reports after 6 months of project implementation and can this be included in the NA's agreement with the Commission?	The NA may ask for more interim reports than the minimum required by the Commission if that is necessary for monitoring purposes. The NA should see to it, though, that it does not unduly overburden beneficiaries with reporting requirements if there is no specific reason for this.
In case of applications in which applicants can apply for different mobility activities (e.g. youth, HE) must these various types of mobilities be linked to create a single project?	This is not required in KA1.

12. KA1: Learning Mobility of Individuals – School Education / Adult Education

Question	Answer
Page 15: Why is the assessment form on school education more detailed than for VET when comparing for example the element “the quality of the practical arrangements, management and support modalities” page 15 and page 18.	It is because school education has the extra element of the European Development Plan.
Annex 2.C. KA 1, p.15 Europass mobility certificate: a "hard" criterion? (not possible in all cases, e.g. if a course provider is not prepared to cooperate with the school and take extra work to fill in the form – cf. p. 19, VET: "Where possible (...) Europass – will be used"). The Europass mobility certificate seems more appropriate for learners, anyway (and it is not consistent that it is not explicitly mentioned as an example in KA2 learning / training events, p.38 "recognition and validation of participants' learning outcomes")	Europass is recommended as European recognition tool for school education but not compulsory.
Is it possible for a school to send its staff to a language course abroad through a KA1 project?	It is possible if the course is in line with the needs of the school in terms of its European Development Plan.

Can the applicant school change any of the venues of the activity which was declared in the KA1 application form during the project implementation?	Yes, the grant agreement will provide for some flexibility to adjust activities during project implementation. However, the changes should always be fully in line with the school's European Development Plan. The grant will be recalculated at final report stage. Based on this, it may be reduced but not increased compared to the original grant.
Is language competency required in KA1?	We will not require proof of language competency. However, school and other education staff participating in KA1 should be proficient enough in the language of the training activity abroad to be able to benefit from it in full.
A school can apply for one KA1 mobility project for education staff in the same round. Is it possible for the same school to apply for an adult education mobility project or VET or youth mobility in the same round?	Yes, this is possible if the school is recognised to provide VET or adult education. In no case can there be any overlap or double funding between activities carried out in different fields by the same organisation.
Could "teaching assignment" be understood as teaching staff as well as learners?	Yes, a teaching assignment could be used to teach staff as well as learners abroad.
If yes: could it be in the sense that a course provider is holding a course and also gets money from this from the host organisation? That is: will it be possible to earn money in addition to funding?	This is not allowed.
Is the participation in conferences eligible under KA1 in school sector?	Yes, but only if the beneficiary can provide convincing proof of the actual learning/training content that such participation provides.
Schools can apply every year even if there will still be an ongoing KA1 project?	Yes, but the NA will have to make sure that there is no overlap or double funding of the same activities under different grant agreements.
Can schools change planned courses during the implementation of a mobility project?	Yes, provided that the change of activities is in line with the project objectives and outputs and the school's European Development Plan, and covered by the contractual flexibility.
Do we need mandates for KA1 in the field of school education as it appears in the Checklist (eForm)?	No, for school education no mandates are needed for KA1.
If the budget is not used entirely by schools at the end of the implementation of a project, can the NAs receive back the remaining amount unspent?	The rules for final grant calculation will be set in the grant agreements. However, the principle of grants based on unit costs is that the grant is acquired once the triggering event has been carried out satisfactorily.

How can money be transferred from schools to their teachers?	The grant agreement will specify that bank transfers should be applied in view of audit trail of money flows.
Can the partner take part in a mobility activity in KA1? (See Spanish partner in Help them fly project)?	No, only staff of the applicant school can take part in mobilities in KA1. If two schools want to organise reciprocal mobilities, they each have to apply separately to their respective NAs.
<p>How would you distinguish between the mobility and cooperation activities of EDP (part D) and the Main activities (part H)? What and how detailed information do you expect to be written in the two different parts?</p> <p>How would you distinguish between the mobility and cooperation activities of EDP (part D) and the Main activities (part H)? What and how detailed information do you expect to be written in the two different parts?</p>	<p>Part D) EDP is mainly setting out the school strategy on how to integrate European activities.</p> <p>Part H. should clearly describe the planned activities. It does not need to be exhaustive but clear and coherent (see the detailed award criteria).</p>
Is it the NA's task to help applicants looking for in-service training courses?	This is not an obligation for NAs, but as part of its supportive approach, the NA may provide useful directions to inexperienced organisations.
How an NA can help the schools, as potential host schools of a teacher assistant, to get in contact them, to get in contact the universities, etc.?	A working group on eTwinning will come up with possibilities for these tools for the next call.
Should the learning outcomes (that appear to be detailed in the eForm) be focused both on teachers and pupils?	Not necessarily. The focus is on the learning outcomes of the participating staff, however in the European Development Plan this should be put into the context of the impact on the school and on the teaching offered to pupils.

<p>What is the status of EU schools in Partner Countries/OCTs and those located in another Programme Country?</p>	<p>Schools established in the Partner Countries, even if they belong to the jurisdiction of a Programme Country, can participate in E+ only according to the rules applicable for organisations from Partner Countries. For KA1, the PG clearly states that the eligible participating organisations must be established in a Programme Country. So "schools abroad" depending on a Programme Country's can participate only if they are established in another Programme Country, not if they are established in a Partner Country. <i>That eliminates the participation of for example Greek schools in Egypt from KA1.</i></p> <p>The schools which are under the jurisdiction of one Programme Country but are located in another Programme Country, have to apply to the NA of the country of the national authority from which they depend (the same rule as for KA1, see Footnote 14 in PG, page 56). <i>For example, British schools in Germany should apply to the UK NA.</i></p> <p>In the case of schools located in the overseas territories (OCTs): According to the Programme Guide (page 24), "Individuals from an OCT, and where applicable the relevant public and/or private bodies and institutions in an OCT, shall be eligible for the Erasmus+, subject to the rules of the Programme and the arrangements applicable to the Member State with which they are connected." <i>For example, this would mean that schools located in Greenland (Denmark) should apply to the DK NA, and would be subject to the rules applicable to Denmark (a Programme Country), which means they could be both applicants (coordinators) and partners.</i></p>
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13. KA1: Learning Mobility of Individuals – Higher Education

Question	Answer
<p>According to the Programme Guide and the KA1 application form proof of financial capacity check needs to be submitted before the deadline if a HEI is not a public institution and if it requests more than 60.0000 EUR. As we understand, the application form for HE will not calculate the total grant amount. If the total amount is unknown, how can HEIs know whether they need to submit proof of financial capacity check. They may think that they are not requesting more than 60.000 EUR but in the end they may receive more than 60.000 EUR. In that case, can they submit proof of their financial capacity at a later stage?</p>	<p>Based on the grant amount that it intends to award, the NA will need to request the not public organisations for the necessary documents to assess their financial capacity before signing the grant agreement.</p>

14. KA1: Learning Mobility of Individuals – Vocational Education and Training

Question	Answer
<p>We would also like to have clarification on what does it mean that "a VET organisation may be part of or coordinate several different consortia applying at the same time"? We have different situations in the country (we have school centres which cover different fields – general education and VET and AE, they might be part of a consortium for one field – even one field inside VET, they might apply with other SI schools as partners) and we would like to give clear instructions to the applicants on this issue.</p>	<p>If an organisation covers different fields, it can indeed apply separately or as part of a consortium under the rules applicable to each field.</p> <p>What is important is that there should be no overlap of activities or double funding between projects in which the same organisation participates. The NA should also make clear to potential applicants that they can apply for the given section of their organisation only to the field to which that section belongs. For example in case of organisations providing VET and HE, the HE section can only apply with a EHEC to the higher education field and following the rules applicable to HE; that section cannot apply to the VET field just because the organisation as a whole also offers VET.</p>
<p>Ist es möglich, dass ein Landesschulrat im Namen verschiedener Schulen mehrere Anträge stellt (vgl. Guide S. 49: "A VET organisation or National VET consortium can apply only once per selection round.")</p>	<p>Only if the Landesschulrat enters in different national consortia.</p>

Is there any possibility to start mobility projects as of 1st of June? A later start will presumably cause difficulties for Austrian VET-schools!	This is planned and will be notified shortly to NAs.
Linguistic support for mobility of VET learners is only possible if the duration of the mobility is one month or more? There's no support if the mobility is less than a month?	Yes, that is so. However, beneficiary organisations should offer the necessary preparation as part of their Organisational support grant.
With the application form for KA1 (VET) the „mandates of each partner to the applicant signed by both parties“ have to be submitted (see checklist at the end). What are the „mandates“? Are these the letters of intent? Is it mandatory to have them submitted latest with the application?	By the mandate rights and obligations of the partner organisation are set with regard to the main beneficiary. These mandates have to be available latest before the signature of the grant agreement by the NA (see Part C of Programme Guide).
In the application form for KA1 (VET) you find following question: "Please summarise developments in mobility activities over the last 12 months, including changes in project orientation and budget spent." Is this questions referring to projects that have been conducted before the application round 2014?	Yes.
The situation in France and Spain where "Grado Superior" VET is done by secondary VET schools but considered tertiary level education. If they have the Erasmus Charter, then fine to do mobility through the HE channel, but if they don't, can they apply for Vet mobility as it is VET? My guess is yes, but I wanted to make sure that is ok.	If EUC holder, organisation must apply for the HE component for HE mobility. If the organisation provides HE according to national legislation, it must apply for a EHEC and can participate only in HE. Only the VET component of the organisation can apply for VET mobility. The NA should carefully check to prevent overlaps/double funding; it is advised to include a special clause in such case in both the HE and VET grant agreements signed with the same organisation.
Can a VET school submit a KA1 school application and a KA1 VET application in the same year (of course double funding will be checked)?	In principle this is possible if the VET school is recognised as "school" by the National Authority in accordance with the definition of the Programme Guide.
Do they have to use the EU model mandate? If they have their own inter-institutional agreement already in use for years, do they need to also have the mandate? (am talking here about VET KA1 mobility where there are say 5 sending bodies all together in a consortium, and that consortium has years of experience and has an agreement already between its members..;	Yes, the mandate template is compulsory. As the template states, it takes precedence over any pre-existing arrangements between the partner and coordinating organisation.

<p>Say a project has 5 host partners A, B, C, D and E in the project application – they all need a PIC – that is clear.</p> <p>Now, they often don't know all the host partners at time of application in VET.</p> <p>What happens then if during course of project they use host partners F, G, H, I (that aren't in the original application form)?</p>	<p>All host organisations will have to be registered in Mobility Tool in the details on the mobility flows. In order to enter them in Mobility Tool, they will first need a PIC, so they will have to register in URF for that in the course of the project.</p>
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15. KA1: Learning Mobility of Individuals – Youth

Question	Answer
Which language should be used when filling in application form for accreditation (EVS)?	An application can be submitted in any language of any Programme Country.
As several new organisations are waiting for accreditation, we are preparing explanatory note for them. As far as I understood from your previous e-mail, it is not possible to organise accreditation process for new organisations until receiving new online accreditation form (valid for 2014) as well as launching of EPlusLink? Could you please give at least provisional dates when NAs will be able to start new accreditations?	Both the accreditation form and EPlusLink were released in January.
There is reference to the document "Accreditation guidelines" (p. 228 of Programme Guide 2014). Could you please send link to this document?	The accreditation guidelines used under Youth in Action are under revision taking into account relevant changes introduced in Erasmus+ and will be distributed to the NAs shortly.
Are we not supposed to measure the involvement of young people in the planning of activities in the quality of the project design and implementation in KA1? We believe that it is very important that young people are part of the planning in a mobility project.	Indeed, this aspect must be considered within the context of the non-formal learning methods applied. This point is stressed in Annex I of the Programme Guide (p.227) and further explained in the Guidelines for experts.

Do I understand it correct that it is not possible anymore to apply for a project with partner countries in other regions in the world which consist of "just" an EVS project, a youth exchange or mobility of youth workers? It has to be a bigger multilateral project which could include youth exchange, EVS or mobility of youth workers as long as they bring added value?	It is still possible. However there are much less chances that the project will be approved, considering that it will "compete" with more "ambitious" projects.
Can schools be accredited for EVS?	Yes, schools are eligible for submitting an application for an EVS accreditation. Schools can implement EVS projects as long as they respect the EVS principles and quality standards set in the EVS Charter.

16. KA2: Strategic Partnerships – General questions

Question	Answer
Can a proposal reach the maximum number of points in one category even if some aspects do not apply at all (e.g. p.35, cross-sectorality for partnerships exclusively between schools)? If yes, this should be made explicit in the Guide for experts	The expert should take into account all elements of analysis for a given award criterion. In case, there is no evidence for one or more elements of analysis, that should be reflected in the score for the given award criterion. However, if some points are not applicable, they should not be considered for the score to be given for the specific award criterion.
<p>Programme Guide p. 100 and, Guide for experts p. 40 (institutions from partner countries):</p> <p>Does this really mean that if an institution from a partner country is not considered to be of essential added value, the whole application will be rejected? (Does this apply to any institution from a programme country, as well?)</p>	<p>Yes, unless the proposal demonstrates convincingly that the participation of organisations from Partner Countries provides genuine added value to the project because of the specific skills, experiences or expertise that these organisations bring to the project and that prove to be essential for the achievement of the project's objectives and/or to ensure a significantly higher quality of the project outputs, the proposal should be scored as "weak" for the award criterion concerned.</p> <p>In the case of Programme Countries, the roles and contributions of all partner organisations should be clear and justified and in case of e.g. imbalance the proposal should get a lower score for the same criterion. However, in case of involvement of Programme Countries organisations, if overall the other elements of analysis are sufficient for that award criterion, despite of the fact that one or more organisations are not considered as bringing an "essential added value to the project", the proposal does not need to be scored automatically as "weak".</p>

<p>There is no clear definition for “intellectual output” proposed in the Erasmus+ Programme Guide (esp. Annex III Glossary of key terms). The examples of “intellectual outputs” set in the funding rules table (page 103) i.e. “curricula, pedagogical and youth work materials, open educational resources (OER), IT tools, analyses, studies, peer-learning methods, etc.” leaves room for interpretation for applicants (esp. schools), still associating themselves with the LLP Comenius School partnerships action, where the most popular activities often produced rather small-scale results e.g. technical objects, drawings, arts objects, other information material which could also be attributed to “intellectual outputs”. Therefore, the lack of clarity of the definition for “intellectual output” in the Erasmus+ Programme Guide could result in a number of questionable applications (esp. Strategic Partnerships involving only schools) applying for “intellectual outputs” and subsequently “Multiplier Events” eligible costs set in the funding rules table.</p>	<p>The Programme Guide specifies that Intellectual Outputs should be substantial (“The outputs should be substantial in quality and quantity to qualify for this type of grant support.”) and cannot be applied for to cover small scale activities as the ones listed for schools in your question, as they will have to be covered from the Project Management and Implementation grant item. Based on the information provided in the application form, the NA will have to judge whether the Intellectual Output support applied for justifies separate grant support.</p>
<p>If applicable, involvement of a participating organisation from a Partner Country. Is this not more an eligibility criteria than award criteria?</p>	<p>It is a very peculiar award criterion that makes it very close to an eligibility criterion. If the involvement of an organisation from Partner Country is not deemed as bringing essential value to the project, the whole proposal is rejected.</p>
<p>If relevant, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sector. Is this relevant if applicants choose the relevant field in the application form?</p>	<p>It is relevant indeed. Erasmus+ strives to encourage cooperation between actors of different fields even in Strategic Partnerships that are meant to be relevant to and impact one given field. This said, this does not mean that actors who are traditionally active in other fields must necessarily be included in any field-specific project. It should be considered a plus if actors with an added value from a different field are involved.</p>
<p>What happens if after being selected, the coordinator notifies us about a partner leaving the project (the minimum number of partners is not affected)? Does the NA need to reduce the total budget? Can the coordinator find a replacement?</p>	<p>The NA will need to judge the impact of this change on the project as a whole. If the project could not achieve its objectives without the leaving partner, the NA will need to decide whether the project can continue nevertheless, possibly with another organisation replacing the leaving organisation.</p>
<p>Do we make a distinction between large-scale and small-scale strategic partnerships regarding assessment procedure? In which way?</p>	<p>No, there is no difference in the assessment procedure. However, experts will have to consider the aspect of proportionality when judging each award criterion in terms of experience and capacity of the organisations participating in the project.</p>

How shall the NA decide which sector should the application belong to?	It is the applicant rather than the NA who decides to which field s/he wants to apply. In case of technical error, the NA can redirect the application to another NA before the assessment starts. Furthermore, the NA will have flexibility in the use of the budget (see note JOINT/NA/DIR/2013/107 provided for the November 2013 NA meeting).
KA2 Exceptional costs: participation on professional conferences (national level) or testing a project product can be funded under exc. costs?	Normally not. As explained in the Programme Guide, this grant item is to contribute mainly to costs of subcontracting in relation to essential tasks that cannot be delivered by the partner organisations themselves.
Relevance: Relevance to EU policy objectives should be assessed. How can relevance to national policy context & needs (as specified in our work programmes) be taken into consideration?	National policy context and needs should be addressed in the NA's information and promotion activities in order to mobilise the relevant actors on the needed subjects. At selection stage, no additional points or priority can be given to projects addressing those subjects, though.
Proportionality: What does this mean in practice? Concrete guidelines would be welcome.	The expert should consider the experience and capacity of the participating organisations in relation to each of the award criteria and score them accordingly. For example a project in which highly experienced organisations present activities and outputs adding little news to their usual business can be much less relevant in light of the needs of the participating organisations than a much more "modest" project can be for organisations that have no experience in European cooperation and for which the project would mean a great progress in capacity building and internationalisation.
Staff costs regarding intellectual outputs are shown in the Table A on page 105 of the Programme Guide. Does the table indicate the maximum rates to be paid for staff? If so, will NAs ask for payment sheets in the final report and approve the realized cost	No, these are fixed rates that must be applied by NAs as such. Beneficiaries will however have to be able to prove the time spent on production of Intellectual Outputs, e.g. with time sheets. The grant agreement will stipulate the specific requirements.
What is the maximum number of participants in a Strategic Partnership? 10? If more than 10 is possible how will be the budget allocation?	There is no limit. If there are more than 10 participating organisations, the beneficiary organisation will receive the full amount of Project Management and Implementation grant per month, whereas the others will be allocated a proportional share of the amount that would be given for 9 partners organisations. For the other grant items, see the maxima applicable in the Programme Guide.

<p>Can a SP make use of an external expert from another country - an individual, not an organisation, so it would not be a project partner - and if so, in which category should it apply for funds for his fee: exceptional costs? Intellectual outputs?</p>	<p>In general, projects should make sure to comprise the expertise they need within the partnership, also in view of the organisational impact that the project should have.</p> <p>If absolutely necessary for realising the objectives of the project, the project can apply for exceptional costs to purchase a service that cannot be provided by any of the project partners. In such case, the project will have to respect the rules on subcontracting set in the grant agreement and will have to be able to provide proof of real costs incurred. Intellectual Outputs can be used only to cover staff costs of staff from participating organisations.</p>
<p>Interpretation of the criterion: added value of a Partner country organisation – do experts look for added value of this organisation in its own merit, or does the fact that the organisation is from a partner country must bring added value, i.e. if the participation of this organisation makes logical sense but similar contribution could be made by an organisation from a programme country, then the project is out?</p>	<p>We explain it in GfE "The participation of organisations from Partner Countries provides genuine added value to the project because of the specific skills, experiences or expertise that these organisations bring to the project and which are not available in the Programme Countries.", which means the latter is true.</p>
<p>What are the new rules concerning the depreciation of equipment?</p>	<p>See part C of the Programme Guide.</p>
<p>Is it a prerequisite to have formal agreements between organisations, if a new project is developed based on an existing one?</p>	<p>For any Strategic Partnership, all partner organisations have to sign a mandate giving power of attorney to the main beneficiary (coordinating organisation) in relation to that specific project.</p>
<p>If project has associated partners, who will fund themselves, it asks only for x amount of money but the entire project will cost x+y. Can unpaid partners be described in the proposal? Should they be included as partners in section C (with PIC etc.)? In such case, the partnership reports only on the grant obtained or on the entire budget of the project?</p>	<p>The associated partners are linked to a local/regional authority in the regional partnership. They need to be in the application, even if unpaid, but PIC is not requested. They are eligible to participate in activities covered by the EU grant if in line with the objectives of the project.</p>

<p>There is no money foreseen among eligible budget items for dissemination activities, e.g. travel of project target groups to the place of implementation of the project. Should they pay for it from PMI? And related to that: Can pupils/learners/vet students participate in project meetings if this is well justified, even in smaller, process-oriented project?</p>	<p>Yes, that can be covered from the Project management and implementation grant. The Programme Guide does not specify the category of persons that may participate in transnational project meetings. As regards school education, pupils may be involved in transnational project meetings. As regards adult education, it is true that the PG does not specify the category of persons who may participate in transnational project meetings, however it specifies that Adult learners' mobility abroad is only possible in the forms of "blended mobility". The multiplier effect is likely to be better ensured by the participation of staff –and not adult learners- in transnational project meetings. Adult learners can be well involved in their own organisations' local activities and, -if needed-in a project meeting in their own countries.</p>
<p>The size of attachments to the eForms can be too small for the KA2 partnerships with many partners. Has the EC checked the limitations of scanned colour documents, etc?</p>	<p>For 2014, the limitations cannot be changed. Applicants should make sure that the files generated fit the e-Form constraints.</p>
<p>Could a consortium be a part of a SP AS A SINGLE PARTNER, not consortium partners separately?</p>	<p>No, this is not possible unless the consortium is established as separate legal entity.</p>
<p>If a SP can organise a multiplier event for less money than they are allocated, what should they do with the rest of the money? Can they use it for something else or do they have to return it to the EC?</p>	<p>The grant agreement will stipulate the flexibility for the use of funds.</p>
<p>As we see each Learning/teaching/training activity, one by one, should be justified in the application form.</p>	<p>Yes.</p>
<p>In case of applications in which applicants can apply for different mobility activities (e.g. youth, HE) can applicants ask for only one type of mobility?</p>	<p>Yes. This is the case for KA2 Strategic Partnerships. There is no obligation to apply for all types of Learning/Teaching/Training activities.</p>
<p>Can the same partnership apply for only 1 SP project within a round? If yes, what if the composition of a partnership is changed through 1 additional partner or one partner less?</p>	<p>Yes, that is indeed the case for 2014. This issue can indeed be overcome by adding another organisation to the partnership; however, the experts should assess the quality of the partnership adequately in terms of a balanced distribution of responsibilities and tasks among the partners each one of which should have a clear and justified role.</p>

17. KA2: Strategic Partnerships – Cross-sectoral partnerships

Question	Answer
What do cross-sectoral applications mean in reality: education – work OR amongst different educ. sectors?	Cross-sectorality refers to applications addressing a topic that is relevant for more than one field of education, training and youth and that involves actors from the different fields concerned.
In cross-sectoral strategic partnerships which unit of NA will receive the application and award grant?	The application will be submitted to the field that the applicant ticks as the most impacted in the application form. That is also the field from which the project will be funded if accepted; however, please read the note XXX explaining the flexibility for the support of Strategic Partnerships.

18. KA2: Strategic Partnerships – School education

Question	Answer
In school-to-school partnerships under the split funding, if the overall grant amount is above 60 000 EUR, does the application have to be assessed by 2 external experts, or can it be 1 NA expert, and 1 external?	For any grant request exceeding 60 000 EUR for the project as a whole two external experts must be used.
<p>If the grant is above 60.000, then the financial capacity documents have to be provided by the coordinator organisation only, or by coordinator and partner organisations?</p> <p>This is about normal KA2 partnerships.</p> <p>And what about schools in a school-to-school partnership, if the schools involved are private organisations?</p>	The financial capacity documents have to be provided by the applicant organisation if the grant request exceeds 60.000 € and the applicant is not a public body or an international organisation. The same rule applies for school-to-school partnerships.

Annex 3.A, KA 2 school education, p33 (criteria): What is the exact hierarchy between the priorities in column 3 ("general interpretation relevant for all projects") and column 4 ("Complementary interpretation for school education)? The complementary priorities are much narrower, and not all proposals (e.g. between upper secondary schools with high academic standards) will be able to meet them.	There is no hierarchy between the transversal and field-specific priorities. As the Programme Guide indicates and the Guide for Experts specifies, the expert should assess to which extent the proposal is relevant to one or more of the transversal policy priorities and/or the following school education priorities. The better a proposal addresses such priority/ies, the more relevant it should be considered..
A few months ago it was mentioned that school education projects dealing with Maths and Science will have priority. Is this still the case?	As specified on p. 27 of the programme guide and Annex 3A to the guide for experts, in the school education field priority will be given to (among others) projects contributing to improving the attainment of young people with low basic skills. The term "basic skills" includes maths, science and literacy.
SE: How can we communicate the difference between the transnational project meetings and the meetings where beneficiaries carry out transnational trainings, teaching and learning activities? The covered costs are so similar. How evaluators can make difference and assess it properly?	Transnational project meetings are meant for the coordination and project work. Teaching/training/learning activities are meant for delivering/taking part in the eligible types of teaching/training/learning activities. There is normally no overlap between them.
Where will the Commission publish officially the annual European priorities of SE for applicants?	These priorities are already published in the Programme Guide, see p.27.
SE: What is the application submission procedure in case of a school-to-school project? Is it the same as in case of a consortium (coordinator submits the application on behalf of the whole partnership and the coordinator NA will do the eligibility check and the quality assessment?) Shall we do eligibility check in case of a partner institution?	The submission procedure is the same as for any other Strategic Partnership. In addition to the validation of the partner schools, partner NAs will indeed have to indicate also whether the organisation from their country qualifies as "school" following the decision of their National Authorities. This will be implemented in EPlusLink.
Sind für Schüler/innen bei Partnerschaften auch Mobilitäten unter 5 Tagen möglich, d.h. z.B. auch im Rahmen von Treffen zum Projektmanagement (transnational project meetings)?	There is no min/max duration for transnational project meetings.
There are no NAs in Partner Countries. Regarding the Strategic Partnerships for school education there will be split funding if all the partners are schools. So who will finance the Partner Countries participants and HOW?	Schools from Partner Countries cannot participate in school-to-school Strategic Partnerships.

How many different applications can be made by the same organization in the same round? For example, a school can be the coordinator of a strategic partnership application and partner of another?	There is no limitation as long as the partnership is different. The same partnership can apply with only one application per selection round (regardless of the NA to which it would submit the application).
Who are the “non-teaching” staff? Secretaries, accountants, technicians?	In KA1, eligible staff is education staff (cf. PG p. 56). In KA2, both educational and administrative staff can participate (cf. PG p. 98). In all cases, the applicant organisation should justify why it chose which staff profile to participate according to the project objectives.
If non-teaching staff does not include technical staff or administrative staff like secretaries, and if this category of staff is shown as staff under intellectual outputs can they participate in transnational mobilities?	The two are unrelated. The involvement of staff in developing Intellectual Outputs does not give an automatic right to participation in teaching/training/learning activities. The organisations choose which members of staff participate in the various activities, based on the objectives and needs of the project.
Is it possible for a teacher to attend a language course abroad in KA2 training, teaching and learning activities?	Not normally. Training, teaching and learning activities are organised by the project partners. Like any mobility in Strategic Partnerships, they have to be strictly related to and in support of the project objective. When staff training is the main objective, schools should apply under KA1.
Is there an age limit for students attending the short/long term study of mobility abroad?	For short-term mobilities of groups of pupils (accompanied by teachers) there is no age limit. For long-term mobility of individual pupils, the minimum age is 14.
What is the limit for pupils or staff attending the training, teaching and learning activities of short and long term?	Please see the Programme Guide.
In Strategic Partnerships for school education institutions other than schools can participate, too. Do these institutions have to be educational institutions or can any organization directly related with the project subject be in the partnership? i.e. a restaurant or museum?	Strategic Partnerships are very open in terms of types of participating organisations. In principle, any type of organisation can take part. What is important is that all participating organisations should have a clear and justified role in realising the project objectives. The experts will have to assess whether this is the case and score the proposal accordingly.

<p>In Erasmus+ Programme Guide page 98 Part “Eligible Activities” for Strategic Partnerships it is stated that: “Activities of learners as well as long-term activities of staff or youth workers from or to Partner Countries are not eligible.” Should we understand that activities of staff for “Transnational project meetings” and/or “Short -term joint staff training events” (5 days to 2 months) from or to Partner Countries are eligible? Can school education staff from Turkey go to a partner country (e.g. Mexico), or a Mexican teacher can come to Turkey in KA2 Strategic Partnerships for transnational project meetings and/or Short -term joint staff training events? (N.B. In Program Guide there is no subsistence for Partner Countries). How will be the participation of Partner Countries in KA Strategic Partnerships for School Education?</p>	<p>“Transnational project meetings” and/or “Short -term joint staff training events” (5 days to 2 months) from or to Partner Countries are eligible. As for travel and subsistence, the same rates will apply as for mobility within Programme Countries, i.e. only two distance bands for travel and only one amount per day for individual support. Generally, these rules also apply in the school education field. However, a school-to-school partnership on the split-funding model can only involve programme countries.</p>
<p>Where do schools that are good fit into the programme?</p>	<p>They can both enlarge the spectrum of their partnerships with more diverse actors and they can also partner up with schools that are less experienced or advanced and ensure a transfer of good practices.</p>
<p>Are "associated partners" (i.e. partners which would not need a grant) available in KA2 strategic partnerships? If yes, are such partners available in KA2 school-to-school partnerships?</p>	<p>"Associated partners" in SE is only relevant for partnerships between local/regional authorities as described in the Programme Guide. Each partner authority must have a local network consisting of at least one school and one other organisation - these are the associated partners.</p> <p>In school-to-school partnerships, there is no possibility to include associated partners, as all participating organisations have to be schools as defined by the National Authority in line with the Programme Guide definition.</p>
<p>We missed background information for the participating organisations from the school-to-school and school education (not regions) application forms. Will it be part of the application form? It would be a great help to judge the whole project.</p>	<p>No, this background has been omitted for school education to simplify the form. However, if it is generally considered to be of added value, it could be introduced in the form for the 2015 Call.</p>
<p>Synergies for different fields – is it necessary for all types of SE applications? Is it relevant for school-to-school?</p>	<p>It is not necessary. See award criteria and the Programme Guide.</p>

Can school-to-school projects plan intellectual output and budget for it?	Yes, they can. However, like any other applicant they should make sure that the request concerns substantial intellectual outputs in quality and quantity and it should not concern products that are to be covered from the Project management and implementation grant.
In case of a school to school project what kind of synergies between different fields of education do you expect to present?	<p>Considering the proportionality principle a school-to-school partnerships are not expected to aim for / result in synergies with other fields</p> <p>This does not mean that synergies cannot be there - e.g. with organisations not formally part of the project.</p>
Study visit of key staff – is it a relevant Learning/teaching/training activity for partnerships between regions? (see mock application – partnership between regions)	<p>Such study visits could only be considered in the form of short term group staff learning activity. However, as for all mobility activities in SP, such activity will have to be well justified and in direct support of the project objective. In KA1, it can be part of the staff training activities of a school if backed by the school's European Development Plan.</p> <p>In mobility projects for adult education staff, the professional development of AE staff is supported in the form of a participation in structured course or training events abroad or in the form of a job shadowing/observation period abroad (cf. PG). LLP-like Study visits are (managed in LLP by Cedefop) are not supported under this action.</p>
What is the status of EU schools in Partner Countries/OCTs and those located in another Programme Country?	<p>For KA2, a school established in a Partner Country but under the jurisdiction of a Programme Country's NAU can participate, but as a Partner Country organisation, meaning that the project will be assessed more severely for the award criterion "Quality of the project team" (must bring essential added value as specified in the Guide for Experts) and that the limitations to activities and funding for Partner Country organisations will apply to them (i.e. no multiplier events funded in Partner Countries, no participation of learners nor long-term staff mobility for learning/teaching/training to/from Partner Countries). This means also that schools located in Partner Countries cannot participate in school-to-school Strategic Partnerships. <i>For example, a Greek school located in Egypt cannot participate in the school-to-school SP, but it can in all the other field-specific and cross-sectoral SPs as a Partner Country organisation.</i></p>

19. KA2: Strategic Partnerships – Higher Education

Question	Answer
Can faculties apply for Strategic partnerships? The dean of faculty had a possibility to act as the legal representative in LLP. Will this still be possible for Strategic partnerships or is it possible only for the rector to sign an application?	The signature of the application and grant agreement has to be made by a person who is legally authorised to act on behalf of the organisation. If that is the case for deans of faculties in your country, then that is acceptable. You should, however, pay attention to the rules as regards limitations of number of projects per partnership. So the university has an interest to have an overview of the applications being prepared by different faculties to avoid that they would render each other ineligible in case of actions for which restrictions apply (e.g. a single application per HEI per round for HE mobility, a single application per partnership per round for Strategic Partnerships).

20. KA2: Strategic Partnerships – Vocational Education and Training

Question	Answer
Could vocational school (providing also secondary education) take part in a small scale Strategic partnerships in school education sector on the same conditions (grant agreements signed between NAs) s, or such type of schools could take part only in large scale Strategic partnerships?	It depends on the national definition of school in accordance with the Programme Guide. If the secondary vocational school is considered as "school" by the National Authorities of the country, it can take part in school-to-school partnerships following the split-funding model.
KA2: Is it still possible to have 'silent partners' in the Consortium (as we have them in TOI projects)?	No. The Programme Guide and the eForm do not foresee such possibility.
Is it possible to apply for funds for national testing (like in former LEO TOI?) of intellectual outputs?	Testing could be included as part of the development of an intellectual output), but only staff costs would then be covered. Other than that, there is the possibility to apply for transnational learning activities.

21. KA2: Strategic Partnerships – Youth

Question	Answer
<p>How can we deal with evaluating Transnational Youth Initiatives versus other projects in KA2?</p> <p>Both TYI projects and the applicants are of different nature than other projects/ applicants. Young people will be fighting for the same grant as other eligible applicants and will eventually get lower scores in the evaluation than other applicants.</p>	<p>When evaluating the experts should take into account the principle of proportionality as mentioned in the Guide for Experts. This should ensure the possibility of assessing in the same call Strategic Partnerships of different scale and nature.</p>
<p>KA2 transnational youth initiatives: I can't find any criteria about the age of the participants</p>	<p>The age limits for young people are defined in the Programme Guide in Annex III – Glossary of Key Terms. In the context of the Erasmus+ Programme individuals aged between 13 and 30 are considered as young people. As regards the remark, based on our simulations on average the project would receive the same level of funding as in Youth in Action.</p>