

In this briefing sheet, additional detail is given in terms of the **core elements** that need to be considered, when assessing a KA1 mobility application, with a specific focus on the **Relevance** of the proposed project. On page 2, additional, field-specific information is provided.



Key Action 1: Individual Mobility

RELEVANCE

Elements:	What to look for:
☞ Relevance to the objectives, priorities and/or themes of the selected action and field.	☞ Proposal corresponds to objectives, priorities, themes and format of the mobility action and the selected field. Proposal falls clearly within the scope of, and addresses target groups relevant to, the selected field.
☞ Relevance to the needs and objectives of participating organisations and individual participants.	☞ Proposal clearly identifies, specifies and addresses needs and objectives within participating organisations and among target participants. Mobility goals are aligned with strategic development plans (e.g. European Development Plan) of the applicant institution.
☞ Extent to which the proposal is suitable for producing high-quality learning outcomes for participants.	☞ Proposal clearly states the expected learning outcomes of participants and relates these to identified needs for all mobility participants: <ul style="list-style-type: none"> • for staff (all fields), the proposal provides appropriate training opportunities for developing professional knowledge, skills and competences; • for learners (VET and HE only), the proposal provides appropriate opportunities for acquiring knowledge and skills with a view to increasing personal development and employability.
☞ Extent to which the proposal is suitable for reinforcing the capacities and international scope of participating organisations.	☞ Proposal outlines current or planned involvement in international activities , confirming how the planned mobilities complement this; proposal clearly supports participating organisations in strengthening capacity and in their ability to successfully cooperate with international partners in the selected field.
☞ Extent to which the proposal integrates long-term Mobility (ErasmusPro).	☞ Applies only to the field of VET: proposal includes feasible ErasmusPro activities (long-term mobility activities with an emphasis on work-based learning) that are proportional to the size of the overall grant and the operational capacity of the involved bodies.

Assessment Criteria

Briefing Sheet

Page 1

Also refer to the Erasmus+ Programme Guide (Version1, 2020) and to the briefing sheets for different fields of education and training. A separate briefing sheet exists for international credit mobility (i.e. mobility in the field of HE involving programme and partner countries).

Fields:	Additional, field-specific information:
Adult Education (AE)	Only STAFF mobility can be funded allowing teaching/training assignments, job shadowing and/or participation in structured courses or training events abroad. Mobility activities should contribute to the professional development of adult education staff and capacity-building for the participating institutions. Mobility activities should aim to enhance the professional skills and competences of participating staff and should be clearly aligned with the European Development Plan of the organisation, in which internationalisation and capacity-building are targeted.
Higher Education (HE)	STUDENT and STAFF mobility can be funded. Quality Assessment is only required where mobility activities are proposed by National HE Consortia: standard mobility applications are automatically-funded where the project meets minimum eligibility criteria and where the institution holds a valid Erasmus Charter for Higher Education (ECHE). National HE Consortia should demonstrate the added-value of undertaking joint activity specifically confirming results that would not be attained through the mobility activities of a single HEI.
School Education (SE)	Only STAFF mobility can be funded allowing teaching assignments, participation in structured courses or training events and job shadowing. Mobility activities should aim to enhance the professional skills and competences of participating staff, for example aiming to improve their abilities to respond to individual learners' needs and to deal with their social, cultural and linguistic diversity; developing new and better teaching methods and innovative approaches to learning; improving the skills and competences of those managing and leading schools; promoting the formal recognition of skills and competences acquired through professional development activities abroad; being able to develop a European dimension in school education.
Vocational Education and Training (VET)	LEARNER and STAFF mobility can be funded. Learner mobility can be short-term (from 2 weeks to 3 months) or long-term (ErasmusPro: from 3 to 12 months), the latter a continuing priority for VET learner mobility, responding to calls to increase the quality, attractiveness and employability of VET learners. Learner mobility is open to all learners (including apprentices and recent graduates) and can take place in a company, at a VET provider or as a combination of both. Staff mobility centres on teaching/training assignments or staff training (job shadowing, work placements) and there is also the opportunity for staff to participate in <i>Advance Planning Visits</i> tied to the planning and preparation of long-term mobility (one visit per hosting institution involving a single staff member and lasting a maximum of 3 days plus travel). The extent to which the proposal is reaching out to <i>target groups with fewer opportunities</i> and involving <i>organisations who are newcomers</i> to the action are both separately addressed (under Relevance) in the field of VET.