

TRAINING SESSION OUTLINE

Title of Session :	Administration and finance
Time :	70 minutes
Session objectives:	<ul style="list-style-type: none"> - Clarify eligibility criteria and application procedures for Erasmus+ participation. - Equip participants with understanding of budgeting essentials and financial regulations within Erasmus+ projects.
Preparation by:	Uniser
Nr of Facilitator	1
Nr of Participants:	20

Room requirements:

- Room with chairs for 20 pax
- 4 tables
- Projector

Training supplies and equipment:

- Projector
- Flipchart (4 pages)
- Tape or rubber to glue

Handouts:

- Presentation Slides: Briefly outlining key information about type of school mobility: long term, short term, group and individual - characteristic + financial managements: budget essentials regarding long, short, individual and group mobility and travel expense according to the group of countries, necessary documents for reporting.
- Case Study: A fictional examples of mobility underlining some specification of choose type of mobility - 20 different cases

Session description:

(Instructions facilitators, instructions trainees, step by step description, time schedule)

Time	Instruction	Materials
5 min	Introducation: short description about outcomes of the session and key elements which will be tackled	
10 min	Energizer: participants are asked to answer: YES or NO for questions asked by the facilitator: I have experience in organising long term mobility, short term mobility, group mobility and individual mobility, accredited projects, short term, I have experience as group leader, I have experience as mobility coordinator.	Two A4 paper with YES and NO and painter's tape
20 min	Slide's presentation consists:	

	<ul style="list-style-type: none"> - division between school and group mobility (characteristic of each one) - division between short term and long term mobility (characteristic of each one) - budgeting essentials: what can be financed, group category, travel cost, language support, OS, reporting requirements 	slides, projector, laptop
20 min	Participants are divided into four groups and receive a case study description (5 cases each group). After reading it, they are asked to analyse and qualify to one of the categories: short term mobility, long term mobility, group mobility, individual mobility	papers with case study description, flipcharts, tape or rubber to glue
10 min	Reflection: do you feel equipped with practical financial and administrative information? Did the workshop clarify financial procedure and administrative issues?	

Erasmus+ project implementation

Project Reference:
2022-1-LT01-KA220-SCH-000089583



Co-funded by the
Erasmus+ Programme
of the European Union

WHAT IS A MOBILITY PROJECT?

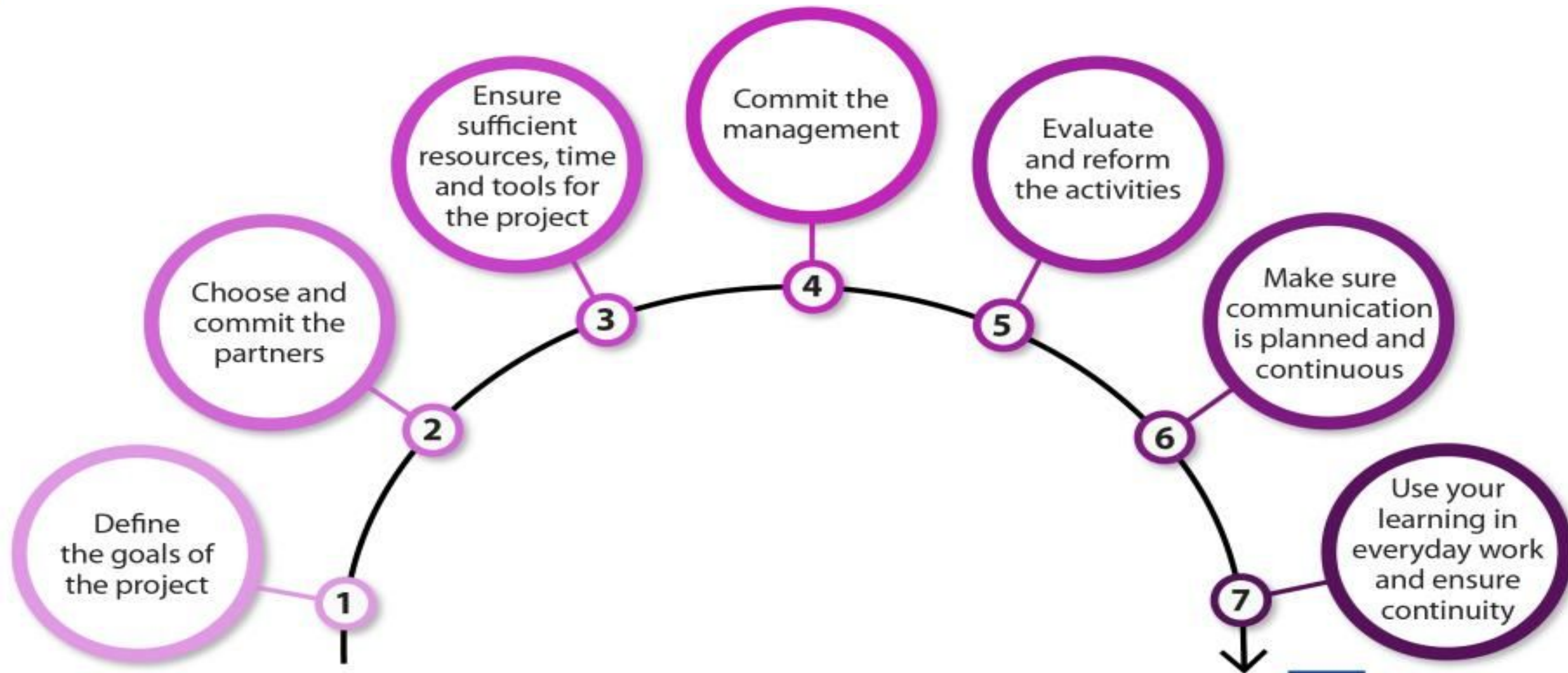


Organisations active in the fields of education, training and youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. A mobility project will consist of the following stages:

- **Planning** (including defining the learning outcomes, activity formats, development of work programme, schedule of activities)
- **Preparation** (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/learning- and task-related preparation of participants before departure);
- **Implementation** of the mobility activities;
- **Follow-up** (including the evaluation of the activities, the validation and formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes).



How to plan Erasmus+ project ?



What are the objectives of the Erasmus Project? The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation.



1. Define the goals of the project

- Think about what kind of changes you would like to achieve
- The activities and goals must be planned and they must be agreed together. The activities and their benefits must be defined clearly so that the parties to the project have an understanding of what the project is about
- It is important to state the goals aloud and document them, even if they are not the same for all actors
- The goals may also evolve as the activities progress
- You can take advantage of the Impact Tool when defining a goal for the project.

2. Choose and commit the partners

- It is important to find motivated partners
- To enable peer learning, you should involve different types of actors in your project
- Plan the tasks of each project party together
- From the very beginning, everyone will commit themselves to following the jointly accepted rules and goals
- The number of organisations or informal groups of young people participating in the project must be suitable for the nature of the activities in the project
- Create and maintain a trusting atmosphere and listen to the members of the project. Organise regular opportunities for the members to meet and exchange experiences.

3. Ensure sufficient resources, time and tools for the project

- The Erasmus+ grant will cover most of the costs of your project. However, to some extent, project cooperation will also require human resources and often other resources from the organisations and informal groups of young people themselves. What do you already have, what do you need more of and where do you get possible additional support?
- Draw up a clear timetable for the project and think about what kind of tools you will use in the project work. The key tools for the project include email lists, social media, platforms for working and equipment for organising meetings remotely.
- With the developments in technology, remote meetings have become increasingly important forms of keeping in contact.

4. Commit the management

- Familiarising the management of the participating organisations with the activities and committing the management to them is usually required for the activities to succeed. If the management is not directly involved in your project, at least keep it informed of your progress.
- Committing the management is easier when the goals of the project have been linked to your organisation's strategies or the objectives guiding its operation.

5. Evaluate and reform the activities

- If your project is a long-term one, examine the goals often enough to ensure the right direction of the development.
- Examine and evaluate your activities together regularly to ensure the progress and good quality of the activities and successful cooperation. There may be a need to make changes to the activities during the project. This is quite normal.

6. Make sure communication is planned and continuous

- Communicating about the activities and results of the project is an essential part of the project. Think about what would be useful or interesting for others to hear.
- Make a plan for internal and external communication. Think about which channels you could use to best reach your target group
- Share competence and skills openly. At best, project work serves as a source of peer learning.

7. Use your learning in everyday work and ensure continuity

- Think about how you can all use your learning in your everyday work after the project
- Document the results of the project clearly so that others can also benefit from them
- At best, cooperation with the partners will continue after the project.

The National Agencies

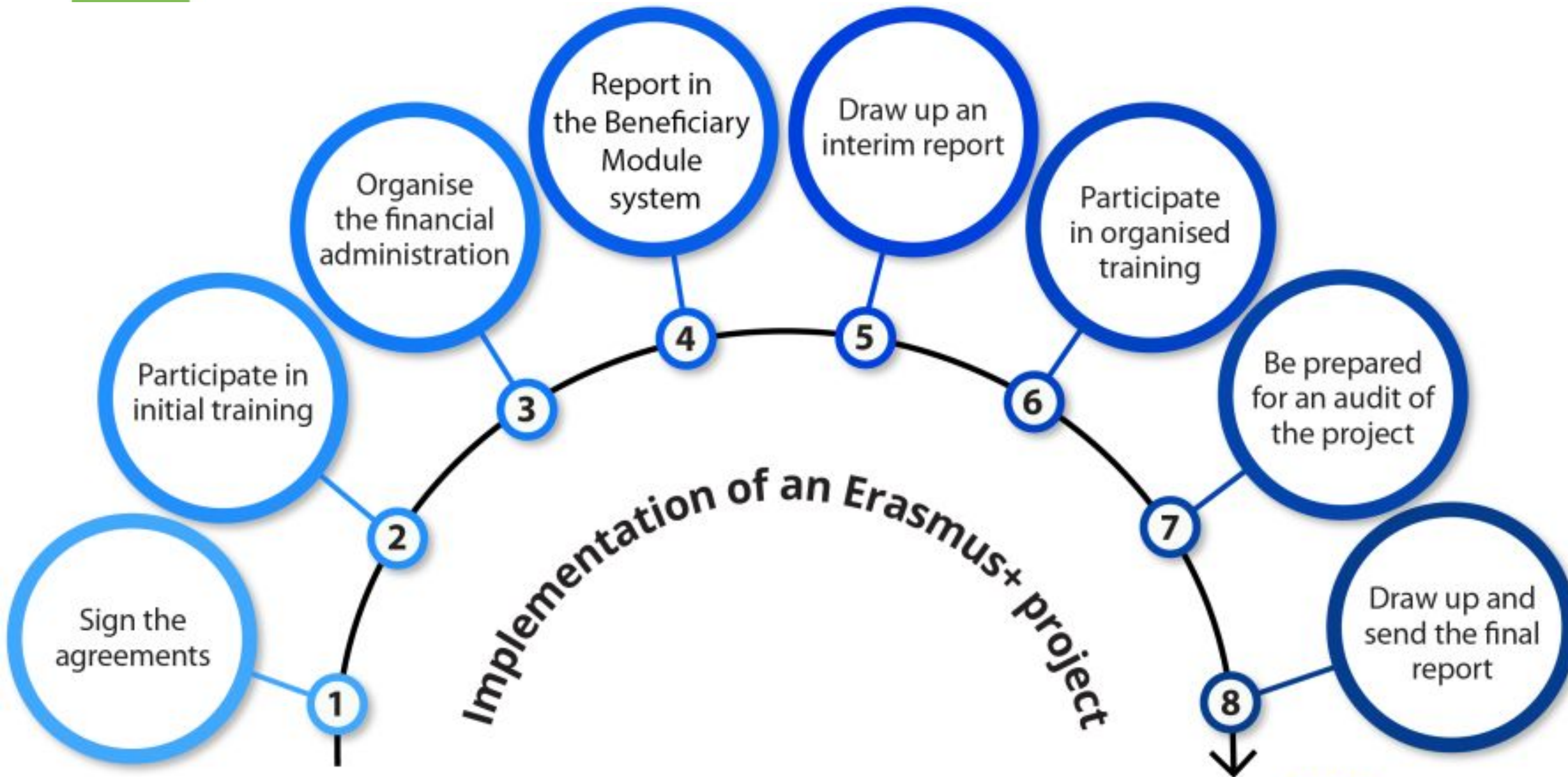
The implementation of the Erasmus+ Programme is mainly implemented in indirect management, meaning that the European Commission entrusts budget implementation tasks to National Agencies.

The rationale of this approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems. For this purpose, each EU Member State or third country associated to the Programme has appointed one or more [National Agencies](#). These National Agencies promote and implement the Programme at national level and act as the link between the European Commission and participating organisations at local, regional and national level. **Their tasks are to:**

- provide with appropriate information on the Erasmus+ Programme;
- administer a fair and transparent selection process for project applications to be funded in their country;
- monitor and evaluate the implementation of the Programme in their country;
- provide support to project applicants and participating organisations throughout the project life-cycle;
- collaborate effectively with the network of all National Agencies and the European Commission;
- promote and ensure the visibility of the Programme;
- promote the dissemination and exploitation of the results of the Programme at local and national level.

National Agencies play an important role as intermediate structures for the policy development and qualitative implementation of the Erasmus+ Programme by:

- carrying out projects and activities, such as Training and Cooperation Activities and Networking Activities – outside the tasks of project life-cycle management – that support the qualitative implementation of the Programme and/or trigger policy developments in the fields supported by the Programme;
- providing a supportive approach to newcomers, less experienced organisations and target groups with fewer opportunities, in order to remove the obstacles to full participation in the Programme;
- seeking cooperation with external bodies and National Authorities in order to increase the impact of the Programme their respective fields of action, in their country and in the European Union.
- The supportive approach of National Agencies aims at guiding the potential applicants and beneficiaries of the Programme through all phases, from the first contact with the Programme through the application process to the implementation of the project and the final evaluation. This approach is in line with the fairness and transparency principles of the selection procedures. It is based on the idea that in order to guarantee equal opportunities for everybody, it is necessary to support the Programme's target groups through advising, counselling, monitoring, and coaching systems tailored to their needs.
- The relevant calls covering the actions managed by the Erasmus+ National Agencies are published on



1. Sign the agreements

After your project has been accepted, we will send the grant agreement to the coordinating organisation electronically to be signed 4–5 months after the end of the application period. When the grant agreement has also been signed by EDUFI, the project can be started and we will pay the first payment to the beneficiary's account. In some project types, it is recommended that you conclude separate partner agreements with the project partners to determine the tasks of each partner, the budget and the reporting obligations in more detail. The model partnership agreement is available below this section.

2. Participate in initial training

We organise initial training for projects to discuss project coordination and administrative issues. The topics of the training include funding rules, financial administration, the content of the agreement, monitoring and reporting, leading the project and its impact.

3. Organise the financial administration

In your accounting, open a separate cost centre for your project to keep the income and expenditure in the project separate from all other costs of your organisation. Draw up instructions for posting the invoices related to the project so that all invoices related to the project will be posted to the cost centre of the project. This way it will be easy for you to monitor the financial situation of your project. If there are partner organisations in the project, agree on the grant payment practices with them. Store the receipts for the project in your organisation's accounting system, on a network drive or on paper in the project folder. Check the accounting of the project regularly and correct any errors in the entries.

4. Report in the Beneficiary Module system

Beneficiary Module (BM) is the European Commission's system in which you can manage the different stages of the Erasmus+ project and record the participants. You can also use the system to request reports from individual participants and send the final report to the National Agency. The service is available only in English. The Beneficiary Module is not yet in use; we will inform project beneficiaries directly once the service is available.

5. Draw up an interim report

During the project period, your project will deliver 1–2 interim reports to the National Agency. The number depends on the duration of your project. The purpose of the interim reporting is to ensure that 1) your project has progressed as planned, 2) the awarded grant has been used appropriately and 3) the use of the grant corresponds to the content of the grant agreement. The actual eligibility of the costs is not checked in the interim reporting stage. In some project types, the second grant payment may be connected to interim reporting.

6. Participate in organised training

We organise training on topics such as project management and communication for projects that have been awarded funding. In other words, you will not be left on your own with the project, but will get support from us for the implementation of a high-quality project. You will also be able to network with others who implement similar projects and get valuable peer support.

7. Be prepared for an audit of the project

EDUFI will make different monitoring and audit visits aimed at ensuring that the objectives of the project will be achieved, project management works and the grant is used appropriately. Audits may be carried out during the agreement period (e.g. audit of the content or the finances) or after the project has ended (audit of the accounts).

8. Draw up and send the final report

After your project has ended, you have 60 days to submit the final report for the project. The report will be evaluated by EDUFI and/or an external expert. You will receive written feedback on the implementation of your project. After the final report has been approved, we will pay the last grant payment. This will usually happen within 60 days. The amount of the final payment is determined on the basis of the quality assessment of the final report and the approved costs.

As regards staff, youth workers and professionals involved in education, training and youth, the mobility activities are expected to produce one or more of the following outcomes:



- improved competences, linked to their occupational profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth work across countries;
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners and young people;
- greater understanding and responsiveness to all kinds of diversity, e.g. social, ethnic, linguistic, gender and cultural diversity as well as diverse abilities;
- increased ability to address the needs of people with fewer opportunities;
- increased support for and promotion of mobility activities for learners;
- increased opportunities for professional and career development;
- improved foreign language and digital competences;
- increased motivation and satisfaction in their daily work.

The following dissemination channels

- should be used to target each of the target groups with a specific aim: -
 - Project Website
- - Social Media
- - Newsletter & Blog
- - Leaflets, Flyers, Posters, Presentations
- - Synergies with the local, regional and national Media and Press
- - Journal Articles
- - Workshops and Master Classes
- - Conferences and Events

The Beneficiary module (BM)

It allows beneficiary and partner organisations of **Erasmus+ & European Solidarity Corps** awarded projects, access to the project information. It offers the ability to encode activities and participants, request individual participant reports and submit final reports to their National Agencies. National Agencies also have access to these projects to monitor and validate information entered by beneficiary organisations.

For a quick overview of the basic functionalities of the Beneficiary module, please view the [eLearning videos](#).

In the **My Projects** section of the Erasmus+ and European Solidarity Corps platform you can access and manage your projects funded through Erasmus+ and European Solidarity Corps actions managed by National Agencies and in which your organisation is involved as a beneficiary, co-beneficiary or partner. If your application for funding is accepted, once it is processed by your National Agency and the grant agreement is signed by all relevant parties, you, your co-beneficiaries and your partners (where applicable) will have access to the project information under **My projects**. Here you will be able to manage the project organisations and contacts, report on activities, events and participants, request individual participants' reports and submit final reports to the relevant National Agencies.

Different languages – Guide 2023

- <https://erasmus-plus.ec.europa.eu/document/erasmus-programme-guide-2023-version-1>

How to complete and submit the final beneficiary report

- <https://wikis.ec.europa.eu/display/NAITDOC/How+to+complete+and+submit+the+final+beneficiary+report>

<https://wikis.ec.europa.eu/display/NAITDOC/How+to+complete+and+submit+the+final+beneficiary+report>

Financial management and administration

In order **to report on project** progress and to provide information and evidence allowing continuous monitoring and control over the project implementation and budget, the project partners will submit to the project coordinating institution on a regular basis interim internal reports. Over the 36-month project lifetime, the partners will submit a total number of five interim reports. The interim reports will be treated as claims for financial reimbursement of costs incurred.

The Report and Claim Schedule represents Annex V in the 15 Partnership Agreements signed between the legal representatives of VUM and the partner institution and sets the following deadlines:

Each interim internal report shall consist at least of the following parts: 1) Partnership Agreement's Annex IV Internal report and partner claim for payment forms duly filled in for the respective period. 2) Staff costs report and claims including duly signed Timesheets and Joint Declarations for all project team members who have contributed to the project activities during the respective period. The list of staff costs' supporting documentation to be attached is not exhaustive and may include various documents incl. salary slips, agendas, attendance/participant lists, tangible outputs/ products, minutes of meetings, etc. Staff costs are to be calculated and reported based on the unit costs principle. 3) Travel costs and costs of stay report and claims including filled out and duly signed Individual Travel

Reports as well as any other relevant supporting documentation incl. travel tickets, boarding passes, invoices, receipts, proof of attendance in meetings and/or events, agendas, tangible outputs/products, minutes of meetings, etc. Travel costs and costs of stay are to be calculated and reported based on the unit costs principle

<https://www.erasmustrainingcourses.com/erasmus-guide.html>

Gidas

What is the Project Results Platform?

<https://wikis.ec.europa.eu/pages/viewpage.action?pageId=75759982>

in this blog we offer you a concrete example of the difference between learning needs, goals, outcomes, activities and impact as it is used in all Erasmus+ mobility projects.
<http://www.erasmusbyprimerasupport.com/mobilityapplicationtips/example-of-a-difference-between-goals-needs-activities-outcomes-and-impact-in-erasmus-ka1-projects>



Drafting Erasmus+ KA1 mobility project might cause some difficulties in understanding terminology used by Erasmus+ programme guide. The same terminology as in Erasmus+ programme guide should be used by applicant in their application form.

We explained the terminology and ideas for drafting arguments in different other blogs on our webpage www.erasmusbyprimerasupport.com. In this blog we only use a concrete example to explain the difference.

Let's say you are a teacher in a high school called SuperPower school with relatively high rate of early school leaving. Among the causes of early school leaving at your school, there are failures in learning basic mathematics and scientific literacy. Many students left the school because they did not meet minimal standards at those subjects. As Erasmus+ coordinator you want to address this problem. Both aspects (preventing early school leaving and promoting STEM education) are in accordance with the Erasmus+ programme, therefore it is a good starting point.

First, you want to set a **GOAL**. A goal means the answer to the question: What do we want to achieve in with the Erasmus+ project? The goal needs to be SMART (specific, measurable, attainable, relevant, time-based).

In our case of SuperPower school the goal might be: we want to reduce early school leaving by 15 % in the next 3 years and increase achievements (grades) of low skilled students at STEM subjects in average by 10 %.

Those goals are specific, because the statement refers to concrete subjects and concrete problem. They are measurable, because we know how to measure school leaving and average grades. The goals are attainable, because they allow enough time to achieve it. They are relevant to both school needs and Erasmus+ general objectives. We also set time (3 years) so they are time-based.

Next, **NEEDS** of the organization refer to the question: How you will get from where you are now to where you want to be?

The answer in the case of SuperPower school might be: we need more student-centred teaching and more international cooperation to find different ways of working with low skilled students at STEM subjects to help them stay in school.

ACTIVITIES in the Erasmus+ mobility projects are a set of tasks carried out as a part of the project. In the KA1 projects you have 3 types of activities: job shadowing, structured courses/training events, teaching assignments abroad.

In your case of the SuperPower school you might decide that you will send 5 STEM teachers to 3 different structures courses to get new material and ways of student-centred teaching at STEM subjects. You also decide to send 2 teachers to 2 different schools in 2 different countries for job shadowing to observe innovative STEM teaching practices.

LEARNING OUTCOMES are statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence. Outcomes refer to the end of a certain activity (course or job shadowing). If you have a good course provider, s/he will give you a list of competencies for the courses.

In the case of the SuperPower school you might seek for the following outcomes: participants (teachers in your case) will understand how to use new learning materials in the STEM curricula, participants will know how to boost students' natural curiosity, participants will have a design of a project work about connecting STEM with everyday life, participants will understand new techniques of scaffolding pieces of knowledge to address students' needs in a new way.

IMPACT in the Erasmus+ mobilities refers to the period after the project is already concluded. It means the effect of Erasmus+ activity on individuals, organisations and society. Have in mind how will you measure impact.



Programme Guide

It is a tool for anybody who would like to have a thorough knowledge of what the Erasmus+ Programme is about. This document is mainly addressed to those who wish to be:

participating organisations: meaning those organisations, institutions, bodies organising activities supported by the Programme;

participants: meaning those individuals (students, trainees, apprentices, pupils, adult learners, young people, volunteers, or professors, teachers, trainers, youth workers, professionals in the field of education, training, youth and sport, etc.) involved in activities organised by the participating organisations.

Every year, thousands of projects are submitted by organisations across Europe in order to receive financial support from the Erasmus+ Programme; for this reason, the Commission has set up a transparent evaluation process that aims at providing grants for the best projects:

for most Actions, all the rules and conditions for receiving a grant from the Programme are specified in this Programme Guide;

for some other Actions, which are only mentioned in this Programme Guide, the rules and conditions for receiving a grant are described in specific calls for proposals published by or on behalf of the European Commission.

When planning an application, potential participating organisations can also be inspired and informed by other reference documents; some of these documents are listed in Annex IV of this Guide.

Related content

[What is the structure of the Erasmus+ Programme?](#)

[Who can participate in the Erasmus+ Programme?](#)

[Glossary of terms - Common terms](#)

[Who implements the Erasmus+ Programme?](#)

[Important features of the Erasmus+ Programme](#)

Activities

This section presents the types of activities that can be supported by Erasmus+ funds, both as part of short-term projects and accredited projects.

For any activity, additional support can be provided for persons accompanying participants with fewer opportunities, minors, or young adults that require supervision. Accompanying persons can be supported for whole or part of the activity's duration.

Staff mobility

Available formats

- Job shadowing (2 to 60 days)
- Teaching assignments (2 to 365 days)
- Courses and training (2 to 30 days, maximum 10 days of course fee per participant)

In addition to physical mobility, all staff mobility activities can be blended with virtual activities. The minimum and maximum durations specified above apply to the physical mobility component.

Job shadowing: participants can spend a period of time at a hosting organisation in another country with the aim of learning new practices and gathering new ideas through observation and interaction with peers, experts or other practitioners in their daily work at the hosting organisation.

Teaching or training assignments: participants can spend a period of time teaching or providing training to learners at a hosting organisation in another country, as a way to learn through completing their tasks and exchanging with peers.

Courses and training: participants can benefit from a structured course or a similar kind of training provided by qualified professionals and based on a pre-defined learning programme and learning outcomes. The training must involve participants from at least two different countries and must allow participants to interact with other learners and with the trainers. Entirely passive activities such as listening to lectures, speeches or mass conferences are not supported.

Applicants should be aware that all course providers are entirely independent from the Erasmus+ programme and are acting as service providers in a free market. The choice of courses and training is therefore a responsibility of the beneficiary organisation. The following quality standards are available as support to guide the applicants in their choice: <https://erasmus-plus.ec.europa.eu/resources-and-tools/quality-standards-key-action-1>

<https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-school>

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before the exchanges can start

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<https://wikis.ec.europa.eu/display/NAITDOC/Beneficiary+module+guide>



The





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The



The

TITLE OF SLIDE

Your presentation with all it's words and magic.

- one good exemple
- and another one

This is it.

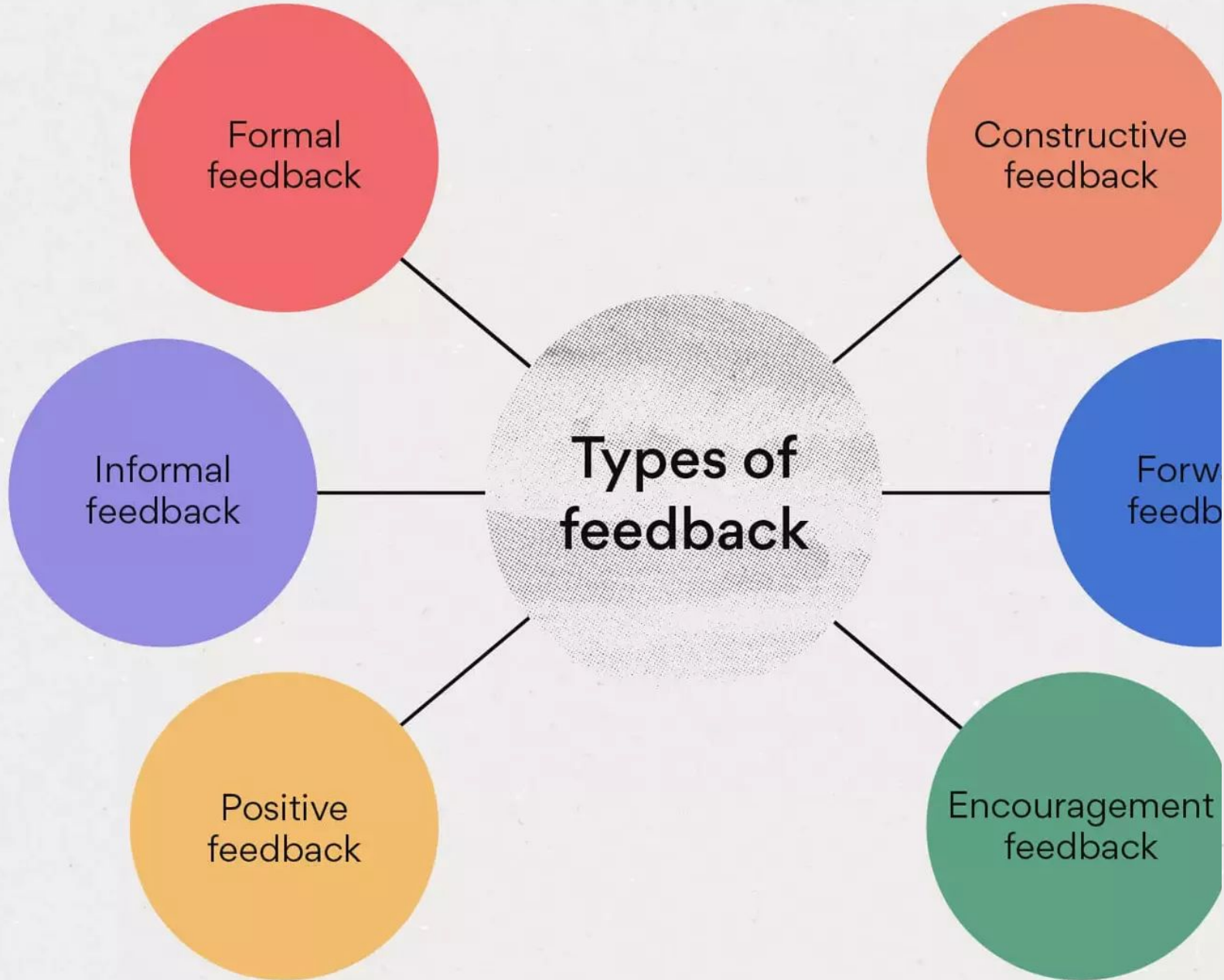


- Video about writing





<https://www.youtube.com/watch?v=C6jxLgNFSCs>

- <https://euyth.com/>

•Formal feedback: This type of feedback is appropriate for planned meetings that you specifically designate for feedback, like quarterly reviews. Both sides should know the conversation topics and come prepared with thoughts and questions.



Benefits of project feedback

-  Saves time in the long-run
-  Improves team culture
-  Creates a better end product
-  Fuels professional growth
-  Leads to clearer communication



Case Study 1: A group of 10 high school students from Italy, ranging from ages 15 to 17, travels to Spain for a two-week language immersion program during their summer break. The program, organised by their school in collaboration with a language institute in Spain, includes daily intensive language classes, cultural excursions to historic landmarks, and immersive activities such as cooking workshops and flamenco dance lessons. Students stay with host families, allowing for authentic cultural exchange and language practice outside the classroom. This short-term mobility experience aims to enhance their Spanish language skills, broaden their cultural awareness, and foster lifelong friendships across borders.

Case Study 2: The mobility student from Germany, 16-year-old Anna, spends an entire academic year studying at a secondary school in France as part of a bilateral agreement between the two institutions. Anna, passionate about French literature and culture, immerses herself fully in the French educational system, attending classes alongside local students and participating in extracurricular activities such as drama club and school trips. She lives with a host family, experiencing French family life and further refining her language skills through daily interactions. This mobility opportunity provides Anna with invaluable intercultural experiences, academic enrichment, and personal growth as she adapts to life in a new country.

Case Study 4: A group of 20 students from Poland, aged 14 to 16, participates in a one-week cultural mobility program with a school in Lithuania, organized by their history and social studies teachers. The program aims to deepen students' understanding of European history and foster cross-cultural connections. During their stay, students attend joint workshops on topics such as medieval history, traditional crafts, and folk music, led by local experts. They also visit historical sites, museums, and engage in discussions with Lithuanian peers, sharing perspectives on shared historical events and cultural heritage. This group mobility experience not only enriches students' academic knowledge but also promotes tolerance, empathy, and mutual respect among participants.

Case Study 5: A student from Ireland, David, 18 years old, undertakes a 6 months internship at a research institute in Norway, specialising in environmental science. David, passionate about sustainability and climate change, works closely with researchers on a project investigating renewable energy technologies. His responsibilities include conducting experiments, collecting data, and assisting with data analysis under the guidance of experienced scientists. This mobility opportunity allows David to gain practical

experience in his field of interest, expand his professional network, and deepen his understanding of environmental issues from an international perspective.

Case Study 6: Sofia, Marta, Mary, Luke, Julia a 16-year-old students from Poland, participates in a personalised 21 days mobility program to Italy. Through their school's partnership with an Italian institution, students spent 21 days in Florence, where they explored their passion for art and history, science and sports. They attend customised classes, visit local companies, organisational and take part in dedicated workshops. This personalised program allows them to deepen her knowledge of the profile of their interests while experiencing Italian culture firsthand.

Case Study 7: Lukas, a 17-year-old student from Slovakia, embarks on a personalised 29 days mobility program to Spain. With support from his school's language department, Lukas spends almost 4 weeks in Barcelona, where he immerses himself in Spanish language and culture. Lukas attends tailored Spanish language classes, engages in conversation exchanges with local students, and explores the city's famous landmarks, including Sagrada Familia and Park Güell. This personalised program enables Lukas to enhance his Spanish language proficiency and develop intercultural competence in a dynamic urban setting.

Case Study 8: Anna, Victoria and Claudia, an 18-year-old students from Germany, participates in a customised 16 days mobility program to France. Thanks to their school's partnership with a French institution, the girls spend two weeks in Paris, where they pursue their interest in fashion design. Girls attend specialised workshops at a prestigious fashion school, visits haute couture ateliers, and explores Parisian fashion districts like Le Marais. This personalised program allows them to deepen her understanding of French fashion culture and make valuable connections in the industry while experiencing the vibrant city of Paris.

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Case Study 7: Lukas, a 17-year-old student from Slovakia, embarks on a personalised 29 days mobility program to Spain. With support from his school's language department, Lukas spends almost 4 weeks in Barcelona, where he immerses himself in Spanish language and culture. Lukas attends tailored Spanish language classes, engages in conversation exchanges with local students, and explores the city's famous landmarks, including Sagrada Familia and Park Güell. This personalised program enables Lukas to enhance his Spanish language proficiency and develop intercultural competence in a dynamic urban setting.

Case Study 8: Anna, Victoria and Claudia, an 18-year-old students from Germany, participates in a customised 16 days mobility program to France. Thanks to their school's partnership with a French institution, the girls spend two weeks in Paris, where they pursue their interest in fashion design. Girls attend specialised workshops at a prestigious fashion school, visits haute couture ateliers, and explores Parisian fashion districts like Le Marais. This personalised program allows them to deepen her understanding of French fashion culture and make valuable connections in the industry while experiencing the vibrant city of Paris.

Case Study 1: A group of 10 high school students from Italy, ranging from ages 15 to 17, travels to Spain for a two-week language immersion program during their summer break. The program, organised by their school in collaboration with a language institute in Spain, includes daily intensive language classes, cultural excursions to historic landmarks, and immersive activities such as cooking workshops and flamenco dance lessons. Students stay with host families, allowing for authentic cultural exchange and language practice outside the classroom. This short-term mobility experience aims to enhance their Spanish language skills, broaden their cultural awareness, and foster lifelong friendships across borders.

Case Study 2: The mobility student from Germany, 16-year-old Anna, spends an entire academic year studying at a secondary school in France as part of a

bilateral agreement between the two institutions. Anna, passionate about French literature and culture, immerses herself fully in the French educational system, attending classes alongside local students and participating in extracurricular activities such as drama club and school trips. She lives with a host family, experiencing French family life and further refining her language skills through daily interactions. This mobility opportunity provides Anna with invaluable intercultural experiences, academic enrichment, and personal growth as she adapts to life in a new country.

Case Study 4: A group of 20 students from Poland, aged 14 to 16, participates in a one-week cultural mobility program with a school in Lithuania, organized by their history and social studies teachers. The program aims to deepen students' understanding of European history and foster cross-cultural connections. During their stay, students attend joint workshops on topics such as medieval history, traditional crafts, and folk music, led by local experts. They also visit historical sites, museums, and engage in discussions with Lithuanian peers, sharing perspectives on shared historical events and cultural heritage. This group mobility experience not only enriches students' academic knowledge but also promotes tolerance, empathy, and mutual respect among participants.

Case Study 5: A student from Ireland, David, 18 years old, undertakes a 6 months internship at a research institute in Norway, specialising in environmental science. David, passionate about sustainability and climate change, works closely with researchers on a project investigating renewable energy technologies. His responsibilities include conducting experiments, collecting data, and assisting with data analysis under the guidance of experienced scientists. This mobility opportunity allows David to gain practical experience in his field of interest, expand his professional network, and deepen his understanding of environmental issues from an international perspective.

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