

## TRAINING SESSION OUTLINE

Title of Session : Administration and finance

Time :

Session objectives:

- 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	Inroducation: 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 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"> <li>- division between school and group mobility (characteristic of each one)</li> <li>- division beetwen short term and long term mobility (characteristic of each one)</li> </ul>	slides, projector, laptop

	- budgeting essentials: what can be financed, group category, travel cost, language support, OS, reporting requirements	
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 workshop clarify financial procedure and administrative issues?	

# Administration & finance

Effective practices, pitfalls and pathways of financial sustainability.

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



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# Session objectives

- Clarify eligibility criteria and project mobility procedures for Erasmus+ participation.
- Equip participants with understanding of budgeting essentials and financial regulations within Erasmus+ projects.

# Types of mobility

## Individual Mobility Characteristics

- Individual student mobility, allowing participants to study or work abroad.
- Provides opportunities for personal and professional growth through exposure to different cultures and education systems.

## Group Mobility Characteristics

- Involves sending a group of students to another country for educational purposes.
- Fosters collaboration, teamwork, and shared learning experiences among participants.

# Duration of mobility

## Short-term learning mobility

- **Exact Duration:** 10 to 29 days
- **Purpose:** participation in a class at a school abroad
- **Snapshot Experience:** Offers participants a brief but intensive exposure to international experiences without requiring extended absences from their home institutions.

## Long-term learning mobility

- **Exact Duration:** 30 to 365 days
- **Purpose:** Provides ample time for participants to develop meaningful relationships, gain in-depth knowledge, and achieve academic or professional objectives.
- **Deep Immersion:** Allows participants to immerse themselves deeply in the host country's culture, language, and education system.

# Budget essentials overview

**Group 1:** Norway, Denmark, Luxembourg, Iceland, Sweden, Ireland, Finland, Liechtenstein;

**Group 2:** Netherlands, Austria, Belgium, France, Germany, Italy, Spain, Cyprus, Greece, Malta, Portugal;

**Group 3:** Bulgaria, Czech Republic, Croatia, Estonia, Latvia, Lithuania, North Macedonia, Poland, Romania, Serbia, Slovakia, Slovenia, Turkey, Hungary.

## Cost category:

- Travel
- Individual support
- Organisational support
- Inclusion
- Organisational support



# Budget essentials overview

## TRAVEL

100- 499 km - 210 EUR      500-1999 km - 320 EUR      2000-2999 km - 410 EUR      3000-3999 km - 610 EUR

## INDIVIDUAL SUPPORT

Daily rate depends from group country (up to 14 days 100% daily lump sum and from 15 days 70% of daily lump sum)

## ORGANISATIONAL SUPPORT

Individual mobility: 350 EUR    Group mobility: 100 EUR

## LANGUAGE SUPPORT

150 EUR per participant in case of long term mobility

# Budget example

## INDIVIDUAL SUPPORT

Polish student goes to 1st group country: 72 euro per day

Polish student goes to 2nd group country: 63 euro per day

Polish student goes to 3rd group country: 54 euro per day

Polish teacher goes to 1st group country: 144 euro per day

Polish teacher goes to 2nd group country: 128 euro per day

Polish teacher goes to 3rd group country: 112 euro per day

# Reporting requirements

Obligatory documentation and reporting to monitor the effective use of Erasmus funds and outcomes of mobility programs:

- Mobility agreement (group, and individual mobility)
- Learning agreement (group - the same for all students and individual- personalised)
- Certificates (group, and individual mobility)
- Participants final report in beneficiary module (only for individual mobility)

THANK YOU FOR YOUR  
ATTENTION!

**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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