**PREPARATION OF COOPERATION PROPOSALS BETWEEN HIGHER EDUCATION INSTITUTIONS (H.E.I.) - ERASMUS+ PROGRAMME – INTERNATIONAL CREDIT MOBILITY (CALL 2023 KA171HED)**

The purpose of this questionnaire is to prepare a draft of a cooperation proposal between TUC and a Partner Institution to be submitted to the open Call 2023 of the International Credit Mobility Action of the Erasmus+ Programme. At the same time, it provides information to the candidate Partner Institution about the cooperation implementation procedures and determines the responsibilities, roles and tasks between the two Institutions.

For the evaluation of the institutional application for funding, great emphasis is placed on the quality of the design and management of planned mobilities by the candidate partner institutions.

The questionnaire should be sent to the candidate Partner Institution as well as a template of the inter-institutional agreement (to be signed after the publication of the results of the Call) and the Erasmus+ programme guide (attachment 2/ pp. 6-15, 34-43 and 46-86) that provides full information on this action.

**TUC** is the applicant organization and shall fill in the data in **part Ι** for the submission of the application.

The **candidate Partner Institution** must complete the fields in **part ΙI** regarding its participation in the programme also using some data from part I.

Faculty cooperation proposals should be sent to the Erasmus+ Office at [erasmus-plus@tuc.gr](mailto:erasmus-plus@tuc.gr) by **January 31st, 2023**.

TUC as the applicant organization is responsible for drafting and submitting the final institutional application to the Hellenic Coordination Unit of the Erasmus+ programme by 23/2/2023.

*Paragraph A. (to be edited by TUC Erasmus+ Department)* QUALITY OF PROJECT DESIGN AND COOPERATION ARRANGEMENTS ***FOR ALL REGIONS and all candidate partner institutions proposed by all TUC Faculties >>*** *up to 12000 characters.*

*Paragraph* B. RELEVANCE OF STRATEGY ***FOR SPECIFIC REGION and all candidate partner institutions proposed by all TUC Faculties*** >>up to 10000 characters.

*Paragraph* C. IMPACT AND DISSEMINATION ***FOR SPECIFIC REGION and all candidate partner institutions*** ***proposed by all TUC Faculties*** >>up to 10000 characters.

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| Official full name of the institution/Country/  Erasmus code or city/ Website | **Technical University of Crete (TUC)/Greece/ G KRITlS09**  [**https://www.tuc.gr/index.php?id=5397**](https://www.tuc.gr/index.php?id=5397) | | |
| Responsible for submission of cooperation proposal | Full name | Elena Papadogeorgaki / Eleftherios Maragkoudakis | |
| School | - | |
| Position | Erasmus+ Programme Coordinator | |
| Contact details | Phone/mobile Phone | +00302821037470 / 37246 |
| email | erasmus-plus@tuc.gr |
| Candidate partner Higher Education Institution-Η.Ε.Ι / Country/ **ORGANIZATION ID** |  | | |
| Candidate partner organization(s) (except H.E.I) |  | | |

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| **Ι.****The following fields must be filled by the applicant for the submission of the cooperation proposal of tuc with the candidate ιnstitution** |

**α. Quality of project design and cooperation arrangements**

**Present the different phases of the mobility project and summarize what partner organizations plan in terms of selection of participants, the support provided to them and the recognition of their mobility period (in particular in the countries of your partner institutions), and explain how, for the planned mobility project, responsibilities, roles and tasks will be defined in the Inter-institutional Agreement.**

**1. Details of the applicant Institution**

**Present the applicant H.E.I** **focusing on its internationalization strategy.**

*[Describe your Institution and its previous management experience on the same or related programs or projects.]*

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| TUC is an outward looking HEI, whose main aim is to provide high-quality education to students and research opportunities to staff members. This strive for excellence is also mapped to its internalization strategy, which aims to develop an academic group driven by excellence in research, teaching and innovation, through strong ties with international organizations that give complementarity and add to the excellence standard of the entire team. The driving force of TUC strategy is the belief that team (or group) efforts in research can address more scientific issues in a more scientific way and provide innovative solutions through the blending of ideas and complimentary disciplines. In 2016, it was ranked amongst the 10 best achieving institutions in Greece by the external Higher Education Evaluation committee. The university aims at taking initiatives, in order to comply with global trends in the field of engineering. Growing multiculturalism in societies, leads TUC to establish partnerships, join international networks that are most relevant and effective to achieving the Institution’s objective for internationalization, attract of talents and prepare global engineering graduates.  TUC demonstrates extensive experience in terms of the Erasmus and other European/non-European programs and projects. In the last 27 years, TUC has signed a significant number of MoUs, more than 100 Inter-Institutional Agreements and has received and sent hundreds of international distinguished academics, scholars and students to and from European and non-European universities (Israel, Jordan, U.S.A, China, Botswana, Canada, South Africa, Armenia, Ecuador, Laos, Serbia, Chile, India, New Zealand).  During all those years TUC had the chance to work with academic staff and students from other countries, to innovate and modernize its curricula, to upgrade its services, to train young engineers abroad and help the academic community to acquire new skills. In 2016, TUC submitted a successful application at the ICM Call, which paved the way to enhance its collaboration with Institutions from many non-EU countries all over the world. All these years, TUC has gained enormous experience regarding the financial and administrative management of the mobility with Partner Countries, having addressed many challenges. Valuable and detailed information, relevant material, templates and guidelines have already been sent and uploaded in Greek and English language at the official [Erasmus webpages of TUC](https://www.tuc.gr/index.php?id=erasmus-en) (<https://www.tuc.gr/index.php?id=erasmus-enwhile> ) a communication channel is maintained with our Partners, providing continuously guidance and support. |

2. **Preparation for the design of the program and the implementation of the mobilities**

*[For the submission of the proposal for cooperation between H.E.Is Erasmus Office of TUC informs the Office of International Relations of the candidate partner Institution about the principles and requirements of the program. If the candidate partner Institution agrees, the parameters of cooperation at the institutional level are regulated: a) The Erasmus management officer of each Institution for the implementation of the student and staff exchange program, b) the Inclusion Officers who undertake to reach out and increase accessibility to more participants with fewer mobility opportunities, c) the academic coordinators of Erasmus program of each Institution and d) the legally responsible of each Institution for the conclusion of the inter institutional agreement and the grant agreements of the participants.*

*The Erasmus management officers exchange information about a) the information and call of interest ways in the academic community for the mobilities and the selection criteria for applicants, b) the evaluation committee for participation requests c) the educational field(s) of the project, d) the participating Schools in Erasmus program from each Institution and e) the academic calendars.*

*Specifically for student mobility (1stand 2st cycle) the management Erasmus officers exchange information about the required language skills, for the academic coordinators of the curriculum and for the offered courses of each faculty, for the professors who can supervise thesis for students (2stand 3st cycle) and for the organizations that can employ students for traineeship if this is available. In addition, information exchanged about the academics from each institution who can contribute to the activities of incoming staff members for teaching and training.*

*After the mobility grant, the Erasmus management officers of each Institution will post announcements on the official websites and social media accounts of the two Universities and sessions will be organized to inform the academic communities about the procedures and benefits of the Erasmus program.**The Inclusion officers from each Institution will post relevant information about possibilities the criteria and participation facilities for vulnerable groups. At the same time, the Erasmus management officers in collaboration with the academic coordinators of each participated faculty will relate the offered courses for the incoming Erasmus students. The inter-institutional agreement then checked by the Erasmus academic coordinators and signed by the legal representatives of the two Institutions.*

*The invitation to participate in the program for staff and students by the Erasmus management officers will be made in the agreed way at the same time in both Institutions if this is possible for better control of the process.]*

**2.1 Institutionally responsible for the conclusion of agreement and for the management of the mobility program.**

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|  | **Name / Position/ Department** | **Email/phone/website** |
| Institutional Coordinator of Erasmus+ programme at TUC | Associate Prof. Fotios Kanellos / **Vice Rector / Professor, School of Electrical & Computer Engineering** | [vice-rector-academic@tuc.gr](mailto:vice-rector-academic@tuc.gr)  Tel:+30 28210 37002  +30 28210 37470 [website](file:///C:\Users\mntoukakis1\Desktop\Προκηρύξεις\Προκήρυξη%20υποβολής%20προτάσεων%202022-7\Ερωτηματολόγιο\website) |
| Legal Representative at TUC responsible for the signing of the inter-Ιnstitutional agreement[[1]](#footnote-1) |  |  |
| Erasmus+ Department | Ms. Elena Papadogeorgaki / Erasmus+ Programme Coordinator | [erasmus-plus@tuc.gr](mailto:erasmus-plus@tuc.gr)  Tel: +30 28210 37470 [website](https://www.tuc.gr/index.php?id=7429) |
| Inclusion officer[[2]](#footnote-2) | Mr. Eleftherios Maragkoudakis / Erasmus+ Programme Officer | [erasmus-plus@tuc.gr](mailto:erasmus-plus@tuc.gr)  Tel: +30 28210 37246 [website](https://www.tuc.gr/index.php?id=7429) |

**2.2** **Respect of the fundamental principles and requirements of Erasmus Charter for Higher Education**

The higher education institution(s) located in a Program Country of Erasmus+ must respect the Erasmus Charter for Higher Education of which it must be a holder. The charter can be found here:

<https://eacea.ec.europa.eu/erasmus-plus/actions/erasmus-charter_en>

# **2.3 Academic Calendar**

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| Website | https://www.tuc.gr/index.php?id=3624 |

**2.4 Education field (s)/scientific object**

*[Indicate the educational field (s) of the proposed activities and specify briefly the scientific object of collaboration]*

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| Education field (s)/ISCED CODE[[3]](#footnote-3) |  |
|  |
|  |
| Scientific object |  |

**2.5. Required information on the mobility for incoming students at ΤUC**

**2.5.1 Recommended language skills for incoming students to TUC**

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| Language(s) |  |  |
| Recommended Language(s) level(s)[[4]](#footnote-4) |  |  |

**2.5.2 Please identify the School(s) and the coordinator(s) from (each) School/Faculty, who will determine and supervise the curriculum of the incoming students for studies. (1st or 2st cycle). Please fill in the website οr the offered courses, or attach the list of courses of each participating School.**

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| Faculty/School | Academic Coordinator/email | Course Catalogues |
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| Websites | All information on [website](https://www.tuc.gr/index.php?id=12861&L=928%27):  <https://www.tuc.gr/index.php?id=12861&L=928%27> | All information on [website](https://www.tuc.gr/index.php?id=534&L=928%27):  <https://www.tuc.gr/index.php?id=534&L=928%27> |

**2.5.3 Identify members of the academic staff or working teams with knowledge and activities in the specific educational field, who could supervise the part of thesis of incoming students (2st or 3st cycle).**

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| Academic members or working teams | Name/school/position | Email/phone/website |
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**2.6. Required information on the mobility for incoming staff for teaching /training at ΤUC**

**2.6.1 Recommended language skills for incoming staff**

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| Language(s) |  |  |
| Recommended Language(s) level(s)[[5]](#footnote-5) |  |  |

**2.6.2 Identify members of the academic staff or working teams with knowledge and activities in the specific educational field, who could contribute to the promotion and implementation of the teaching and training program of incoming academic staff members.**

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| Academic members or working teams | Name/school/position | Email/phone/website |
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**2.7 Invitation of interest to the academic community for participation in the mobility program**

*[Following the signing of the Inter-Institutional Agreement, Erasmus management officers will post invitations on Institutions networking media to the Academic Community for the approved mobilities. The Inclusion officers from each Institution will post relevant information about the possibilities, the criteria and the capabilities of the program for the support of vulnerable groups*.*]*

**2.7.1 Mention the ways in which informed the academic community would be informed about the Erasmus program and the ways in which members will be invited to participate in mobility.**

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| After the signing of the Inter-Institutional Agreement, the Erasmus management officer of TUC will post invitation on Institutions, networking media to the Academic Community for the approved mobilities.The Inclusion officer of TUC will post relevant information about the possibilities the criteria and the capabilities of the program for the support of vulnerable groups. The proclamation must describe, in a few words, the Erasmus + International Credit Mobility Program, the number the type and the duration of outgoing mobilities, the allocated grant, the prerequisites for the participation to the program, the evaluation criteria of the candidates and the facilities for candidates witη fewer opportunities for participation in mobility. |

**2.7.2 Identify the members of the applicants' evaluation committee for their participation in the mobility**

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| The evaluation committee consists of the academic coordinators of the Erasmus program of the five faculties of TUC. |

**2.7.3 Mention the evaluation criteria[[6]](#footnote-6) of the applicant academic staff and students for their participation in the mobility.**

*[Erasmus management officer at the Partner Institution informs in writing the Erasmus office of TUC about the procedures of information, selection and evaluation of the candidates.]*

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| **Criteria for evaluation of students:**  Language skills at the level specified in the Inter-institutional Agreement are required to participate in mobility. Applicant students evaluated by the motivation to participate in mobility from their activities (curriculum vitae) in the specific educational field, while priority will be given to students with fewer opportunities to participate in mobility. Undergraduate students at the time of application must have accumulated 50% of the total ECTS credits from the courses that they are required to have successfully completed by the current semester. The participation of postgraduate and doctoral students in mobility requires the consent of the professor who supervises their thesis. The appointment of the co-supervise professor is additionally required for the implementation of part of the thesis in the partner institution. |
| **Criteria for evaluation of staff members:**  Language skills at the level specified in the Inter-institutional Agreement are required to participate in mobility. Candidates for teaching and training staff evaluated by a point allocation system, based on a) the years of their employment at TUC, b) the time since the last participation in mobility and c) the submitted activity plan. Candidates with more years of work at TUC and those who have recently participated in mobility programs evaluated with fewer points. Extra points given to the professors who have submitted the funded proposals for cooperation with Institutions for which they have applied to participate in mobility, those who offer their courses to incoming students of the Erasmus program and the staff members with disabilities. |

**2.8 Proposed mobilities**

**2.8.1 Proposed staff mobilities**

*[The specialization of the types of mobility in combination with their justification contributes to the better overview of the proposed activities.]*

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| **Proposed outgoing staff mobility from TUC to Partner-Institution** | | | | |
| **Indicative number of total outgoing staff mobilities** | **Teaching** | **Training** | **Duration of mobility**  (from 5 days up to 2 months) | |
|  |  |  | **Teaching** |  |
| **Training** |  |

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| **Proposed incoming staff mobility from the Partner-Institution to TUC** | | | | |
| **Indicative number of total incoming staff mobilities** | **Teaching** | **Training** | **Duration of mobility**  (from 5 days up to 2 months) | |
|  |  |  | **Teaching** |  |
| **Training** |  |

**2.8.2 Proposed student mobilities**

*[The specialization of the types of mobility in combination with their justification contributes to the better overview of the proposed activities.]*

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| **Proposed outgoing student mobilities[[7]](#footnote-7) from TUC to the Partner-Institution** | | | | **Duration of mobility**  (from 2 up to 12 months) |
| **Indicative number of total outgoing student mobilities** | Undergraduates  (1st cycle) | Studies |  |  |
| Traineeship |  |  |
| Combination of studies and traineeship |  |  |
| Postgraduates  (2st cycle) | Studies/ Preparation of part of thesis |  |  |
| Traineeship |  |  |
| Combination of above |  |  |
|  | Recently graduates[[8]](#footnote-8) 1st, 2st or 3st cycle  (only for traineeship) | |  |  |
| Doctoral students  (3st cycle) | Preparation of part of thesis |  |  |
| Traineeship |  |  |
| Combination of above |  |  |

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| **Proposed incoming student mobility from the Partner-Institution to TUC** | | | | **Duration of mobility**  (from 2 up to 12 months) |
| **Indicative number of total incoming student mobilities** | Undergraduates  (1st cycle) | Studies |  |  |
| Traineeship |  |  |
| Combination of studies and traineeship |  |  |
| Postgraduates  (2st cycle) | Studies/Preparation of part of thesis |  |  |
| Traineeship |  |  |
| Combination of above |  |  |
|  | Recent graduates 1st, 2st or 3st cycle  (only for traineeship) | |  |  |
| Doctoral students  (3st cycle) | Preparation of part of thesis |  |  |
| Traineeship |  |  |
| Combination of above |  |  |
| **Proposed organizations (except H.E.I) for student’s traineeship** | | | | |
| **Organizations[[9]](#footnote-9)** | | **Website/email/phone** | | |
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**2.9 Indicate the measures that your Institute will take to support the participants before the mobility**

*[The necessary measures to support participants before mobility are listed[[10]](#footnote-10) in the inter-institutional agreement (section D) and implemented by the Erasmus management officer and the Inclusion officer.* *Additional support measures may be set out in the Inter-Institutional Agreement.]*

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| In Inter-Institutional agreement described all the details of the mobilities and the arrangements such as, selection, preparation reception and integration of the participants, contact details and links to information about the course catalogues, academic calendar, accommodation, visa, insurance, travel directions, linguistic support, as well as support for participants with special needs. Participating incoming students can receive additional information about their stay in Chania from the [Erasmus Student Network](https://tuc.esngreece.gr/about-us) (ESN) at TUC (<https://tuc.esngreece.gr/about-us>). Incoming students can receive additional information for the planning of their studies from the academic coordinators Erasmus of TUC and from those professors who specialize in this educational field and have stated that they can supervise their thesis. Incoming staff members can receive additional information from members of TUC who specialize in the same education field and have stated that they can contribute to their activities. Erasmus management officers will be responsible to provide the aforementioned information, update their website to include this information and provide administrative support and advice to the participants. At the Inter-institutional agreement, clearly state that TUC’s Erasmus office will manage the OS and will be responsible for uploading and updating the Mobility Tool.  Mobility participants will receive the 70% of the total grant before their departure. Erasmus management officer will collect and check all the necessary information (visa, insurance contract, bank account, tickets) for prepayment of the grant and the payment will be made in collaboration with the finance department “Special Account for Research Funding –ELKE” of TUC (<https://www.elke.tuc.gr/en/home> ). |

**2.10 Indicate the measures that your Institute will take to support the participants during the mobility**

*[The necessary measures to support participants during mobility are listed[[11]](#footnote-11) in the inter-institutional agreement (section D) and implemented by the Erasmus management officer and the Inclusion officer.* *Additional support measures may be set out in the Inter-Institutional Agreement.]*

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| Upon arrival of the grantees, TUC Erasmus Office will organize a campus-tour and a meeting in order to inform the applicants regarding the city, the transportation and the campus life. TUC will offer free and full access to the library, campus sports installations, classic core ICT services, and meals at low prices. TUC is committed to socially integrate incoming students and staff by encouraging them to participate in students’ associations and campus life, cultural activities and visits. Particularly important is the contribution of the Erasmus student association (ESN) for the integration of incoming students in community of TUC and in the social life of the city. |

**2.11 Indicate the measures that your Institute will take to support the participants after the mobility**

*[The necessary measures to support participants after the mobility are listed[[12]](#footnote-12) in the inter-institutional agreement (section D) and implemented by the Erasmus management officer and the Inclusion officer.* *Additional support measures may be set out in the Inter-Institutional Agreement.]*

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| After the end of mobility, students and teaching staff have to submit the EU Report. The original Certificate of Attendance that will be handed from the Erasmus management officer at Erasmus Office of TUC will be the proof of recognition for the mobility period. In addition, the Erasmus management officer at the partner institution will be required to provide written recognition of the courses and postgraduate and doctoral studies (part of thesis) of incoming students to TUC. Participants' activities will be posted on the Erasmus website and presented at an event at the TUC, which will be organized by the Erasmus Office after the end of the mobility project. After the final check of all the presented documents, the participants will receive from ELKE the remaining 20% of the grant.  The students will transmit their experiences to their fellow students who would wish to participate in the Erasmus+ ICM Programme. Academic staff will share their teaching experiences; will propose improvements to the mobility procedures, new teaching methodologies and new approaches for the University’s service upgrade.  The participants and Erasmus offices maintain contact and cooperation after the completion of the mobility plan. This is, after all, the reason why the cooperation within the same program continues with the majority of the Partner Institutions in the next mobility projects. |

**B. RELEVANCE OF STRATEGY**

**Explain why the planned mobility project is relevant to the internationalization strategy of the higher education institutions involved. Present previous experience of similar projects with higher education institutions in the selected regions and countries, if any. Present the proposed type(s) of mobility (studies, traineeship, staff teaching or staff training), the subject areas and other specificities. If diverting, please detail the relevance of your strategy for different partner countries in the same region.**

**3. Management of relevant programs and projects**

**Present your previous experience in managing of the same or related programs or projects (in any subject area) with the candidate HEI partner for cooperation or with other HEIs or organizations (outside HEIs) in the partner country.**

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**4. Relevance of the scientific object of the cooperation between τηε H.Ε Is**

**4.1 Analyze briefly and comprehensively the scientific object[[13]](#footnote-13)**  **of the activity and present every factor that will contribute to the quality implementation of the proposed project.**

*[scientific equipment, know-how, research or educational collaborations between Η.Ε.Ιs and organizations at national and international level, scientific publications, conferences, etc.]*

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**4.2 Refer any previous collaboration in this scientific field with the candidate H.E.I (if any) and with other H.E.Is and organizations in the partner country.**

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**4.3 Relevance of the internationalization strategy of the Institutions**

**Explain why the planned mobility project is relevant to the internationalization strategy of the higher education institutions involved.**

*[Explain why you chose to cooperate with this H.E.I. You have to justify the common interest of the activity in this scientific field for the* ***H.E.Is*** *and their* ***countries*** *focusing on the necessity of solving common issues (for example* *tackling common environmental problems, sustainable growth of the national economy, etc), related to the “Environment and fight against climate change” to the “Digital Transformation” and to the “Participation in democratic life, common values and civic engagement”(3 priorities of the program).Explain why this field of science is a matter of global interest.]*

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**5. Justification of the number of participants for each type of proposed mobility**

*[Justify the number of outgoing participants for each type of proposed mobility of staff (teaching, training) and students (1st,2st ,3st cycle and recently* *graduates) for studies and traineeship. Describe the individual activities by type of mobility and explain how they cover the specific scientific field as a whole.]*

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**C. IMPACT AND DISSEMINATION**

**Explain the desired impact of the mobility project on participants, beneficiaries, partner organizations and at local, regional and national levels. Describe the measures, which will be taken to disseminate the results of the mobility project at faculty and institution levels, and beyond where applicable. If diverting, please detail the relevance of your strategy for different partner countries in the same region.**

**6. Impact**

**6.1 First, identify the groups that your activity targets that will benefit from your project.**

*[Target groups from education system, the scientific community, the industrial or agricultural production, the political system, the society, youth, persons with fewer opportunities to participate in social activities and in the mobility program (priority of the program / see the* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) */ p.7-8), decision-making centers, interest groups, experts, media, etc.]*

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**6.2 Mention the expected results of the collaboration for outgoing students of each cycle of studies (1st, 2st or 3st or recently graduates) by type (study and traineeship) of proposed mobility.**

*[For example, improving scientific knowledge and learning performance, becoming familiar with new methods, technologies and products, acquiring skills in new languages, increasing motivation to participate in future education / training programs, increasing capacity for vocational rehabilitation, intercultural awareness on issues of global interest, etc.]*

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**6.3 Mention the expected results of the collaboration for outgoing staff members for teaching or training by type of proposed mobility.**

*[For example, improving the academic profile, familiarity on new teaching methods and educational strategies, establishment of global working groups on common research or educational issues of international interest, creation of a digitally accessible repository to monitor developments in this scientific object and to process information from scientists of common interest from around the world, (digital transformation is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.8-9), concluding new collaborations or continuing existing ones through funded research projects and programs, etc.]*

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**6.4 Indicate the expected results of the cooperation for the Technical University of Crete.**

*[For example, strengthening the links between the Faculties of the Polytechnic through the cooperation for the investigation of this scientific subject from different perspectives, improved professional environment by exchanging and adapting good practices in scientific research on education co-creation and experimentation, increased capacity to operate at international level with improved management skills and internationalization strategies, development of a high-performing digital education ecosystem in education and research (digital transformation is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.8-9), development of cultural / economic / academic linkages with partners from other countries, increased quality in the preparation / implementation / monitoring of this type of projects, development and support of tools to promote mobility and reinforce their scientific quality, ect.]*

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**6.5 Indicate the expected results of the cooperation for your country.**

*[For example, building knowledge, skills and attitudes that will contribute to tackling environmental problems and the sustainable growth of the national economy (environment and fight against climate change is a priority of Erasmus program see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.10-11). Particular emphasis should be placed on the impact of activities in areas of strategic importance for sustainable development, such as on development of innovative educational practices (developing green sectorial skills strategies and methodologies, future-oriented curricula, as well as initiatives that support the planned approaches of the participating organizations regarding environmental sustainability), on rural development (sustainable agriculture, natural resource management, soil protection, organic farming), and on saving of energy resources, reducing energy use, waste management, reducing of carbon footprint, sustainable food, sustainable transport modes etc, and generally on promoting more environmentally responsible behavior.*

*Emphasis should be placed on the impact from the development and implementation of digital transformation plans of the country's educational institutions (co-teaching in specialized scientific subjects that cannot be covered by an Institution, teleconferences, exchange of information on objects of common interest by creating common digital repositories, conferences, teleconferences or events for the information of the public, etc.). Digital transformation is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.8-9).*

*In addition, you can mention the impact of the proposed activities on the democratic life, on the formation of common values and on the promotion of citizen participation in the political and social life of your country.(“Participation in democratic life, common values” is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.10)]*

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**6.6 Identify the expected results of the cooperation at international level**

*[Identify the expected results of your activities in the development of interdisciplinary cooperation on issues of international interest with emphasis on the three priorities of the Erasmus program: 1) “****Environment and fight against climate change****”, 2) “****Digital Transformation****”, 3)* ***Participation in democratic life, common values and civic engagement.*** *Identify the impact of your proposed activities on raising public awareness or influencing policies and practices that promote the values of the European Union for the harmonious coexistence of nations with respect to different cultural practices and beliefs.]*

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**7. Dissemination**

**Identify briefly and clearly the measures to disseminate the results of the proposed activities at the level of schools and institutions in your country and in the participating countries.**

**7.1 Measures for the dissemination of the results at the level of your School / Institution**

*[For example, posts on the websites and social media of your Schools and Institution, print media, presentations at events, etc.]*

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**7.2** **Measures for the dissemination of the results at the level of your Country**

*[For example conferences, events in collaboration with other H.Ε.Ι or organizations (except H.E.I), publications in local or national press, posts on popular websites, etc]*

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**7.3** **Measures for the dissemination of the results at international level**

*[For example, publications in prestigious international journals, and announcements in international conferences, postings on scientific websites in collaboration with the H.E.I partner or organizations (except H.E.I) from the participating countries.]*

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| **II.** **The following information must be completed by the international relations office of the candidate partner higher education institution (H.E.I) for cooperation** |

*[You can use the answers in the corresponding fields in Part I as a template for your answers]*

**α. Quality of project design and cooperation arrangements**

**Present the different phases of the mobility project and summarize what partner organizations plan in terms of selection of participants, the support provided to them and the recognition of their mobility period (in particular in the countries of your partner institutions)., and explain how, for the planned mobility project, responsibilities, roles and tasks will be defined in the Inter-institutional Agreement.**

**1. Details of the partner Institution**

**Present the partner H.E.I** **focusing on its internationalization strategy.**

*[Describe your Institution and its previous management experience on the same or related programs or projects.]*

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2. **Preparation for the design of the program and the implementation of the mobilities**

*[For the submission of the proposal for cooperation between H.E.Is Erasmus Office of TUC informs the Office of International Relations of the candidate partner Institution about the principles and requirements of the program. If the candidate partner Institution agrees, the parameters of cooperation at the institutional level are regulated: a) The Erasmus management officer of each Institution for the implementation of the student and staff exchange program, b) the Inclusion Officers who undertake to reach out and increase accessibility to more participants with fewer mobility opportunities, c) the academic coordinators of Erasmus program of each Institution and d) the legally responsible of each Institution for the conclusion of the inter institutional agreement and the grant agreements of the participants.*

*The Erasmus management officers exchange information about a) the information and call of interest ways in the academic community for the mobilities and the selection criteria for applicants, b) the evaluation committee for participation requests c) the educational field(s) of the project, d) the participating Schools in Erasmus program from each Institution and e) the academic calendars.*

*Specifically for student mobility (1stand 2st cycle) the management Erasmus officers exchange information about the required language skills, for the academic coordinators of the curriculum and for the offered courses of each faculty, for the professors who can supervise thesis for students (2stand 3st cycle) and for the organizations that can employ students for traineeship if this is available. In addition, information exchanged about the academics from each institution who can contribute to the activities of incoming staff members for teaching and training.*

*After the mobility grant, the Erasmus management officers of each Institution will post announcements on the official websites and social media accounts of the two Universities and sessions will be organized to inform the academic communities about the procedures and benefits of the Erasmus program.**The Inclusion officers from each Institution will post relevant information about possibilities the criteria and participation facilities for vulnerable groups. At the same time, the Erasmus management officers in collaboration with the academic coordinators of each participated faculty will relate the offered courses for the incoming Erasmus students. The inter-institutional agreement then checked by the Erasmus academic coordinators and signed by the legal representatives of the two Institutions.*

*The invitation to participate in the program for staff and students by the Erasmus management officers will be made in the agreed way at the same time in both Institutions if this is possible for better control of the process.]*

**2.1 Institutionally responsible for the conclusion of agreement and for the management of the mobility program.**

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|  | **Name / Position/ Department** | **Email/phone/website** |
| Academic coordinator of Erasmus program |  |  |
| Legal representative of agreement and responsible for the conclusion of the inter-Ιnstitutional agreement[[14]](#footnote-14) |  |  |
| Erasmus Office or International Relations Office |  |  |
| Inclusion officer[[15]](#footnote-15) |  |  |

**2.2** **Respect of the fundamental principles and requirements of Erasmus Charter for Higher Education**

The higher education institution(s) located in a Program Country of Erasmus+ must respect the Erasmus Charter for Higher Education of which it must be a holder. The charter can be found here:

<https://eacea.ec.europa.eu/erasmus-plus/actions/erasmus-charter_en>

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| The partner institution agrees to the listed principles and requirements in section D of the **attached** *inter-institutional agreement* | Responsible person at the International Relations Office of Institute-partner/ Full name: |
| Date: |
| Signatory: |

# **2.3 Academic Calendar**

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| Website |  |

**2.4 Education field (s)/scientific object**

*[Indicate the educational field (s) of the proposed activities and specify briefly the scientific object of collaboration]*

[**See the corresponding field in part I**]

**2.5. Required information on the mobility for incoming students at partner Institution**

**2.5.1 Recommended language skills for incoming students to partner-Institution**

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| Language(s) |  |  |
| Recommended Language(s) level(s)[[16]](#footnote-16) |  |  |

**2.5.2 Please identify the School(s) and the coordinator(s) from (each) School/Faculty, who will determine and supervise the curriculum of the incoming students for studies (1st, 2st cycle). Please fill in the website οr the offered courses, or attach the list of courses of each participating School.**

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| Faculty/School | Academic Coordinator/email | Course Catalogues |
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| Websites |  |  |

**2.5.3 Identify members of the academic staff or working teams with knowledge and activities in the specific educational field, who could supervise the part of thesis of incoming students (2st or 3st cycle).**

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| Academic members or working teams | Name/school/position | Email/phone/website |
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**2.6. Required information on the mobility for incoming staff for teaching /training at the partner Institution**

**2.6.1 Recommended language skills for incoming staff**

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| Language(s) |  |  |
| Recommended Language(s) level(s)[[17]](#footnote-17) |  |  |

**2.6.2 Identify members of the academic staff or working teams with knowledge and activities in the specific educational field, who could contribute to the promotion and implementation of the teaching and training program of incoming academic staff members.**

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| Academic members or working teams | Name/school/position | Email/phone/website |
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**2.7 Invitation of interest to the academic community for participation in the mobility program**

*[After the mobility grant, the Erasmus management officers of each Institution will post announcements on the official websites and social media accounts of the two Universities and sessions will be organized to inform the academic communities about the procedures and benefits of the Erasmus program. The Inclusion officers from each Institution will post relevant information about the possibilities, the criteria and the participation facilities for vulnerable groups. At the same time, the Erasmus management officers in collaboration with the academic coordinators of each participated faculty will relate the offered courses for the incoming Erasmus students. The inter-institutional agreement is being checked by the Erasmus academic coordinators and signed by the legal representatives of the two Institutions.]*

**2.7.1 Mention the ways in which the academic community would be informed about the Erasmus program and the ways in which members will be invited to participate in mobility.**

[**See the corresponding field in part I**]

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**2.7.2 Identify the members of the applicants' evaluation committee for their participation in the mobility**

[**See the corresponding field in part I**]

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| The evaluation committee consists of the academic coordinators of the Erasmus program of the five faculties of TUC. |

**2.7.3 Mention the evaluation criteria[[18]](#footnote-18) of the applicant academic staff and students for their participation in the mobility.** [**See the corresponding field in part I**]

*[Erasmus management officer at the Partner Institution informs in writing the Erasmus office of TUC about the procedures of information, selection and evaluation of the candidates.]*

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| **Criteria for evaluation of students:** |
| **Criteria for evaluation of staff members:** |

**2.8 Proposed mobilities**

[**See the corresponding field in part I**]

**2.9 Indicate the measures that your Institute will take to support the participants before the mobility**

*[The necessary measures to support participants before mobility are listed[[19]](#footnote-19) in the inter-institutional agreement (section D) and implemented by the Erasmus management officer and the Inclusion officer.* *Additional support measures may be set out in the Inter-Institutional Agreement.]*

[**See the corresponding field in part I**]

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**2.10 Indicate the measures that your Institute will take to support the participants during the mobility**

[**See the corresponding field in part I**]

*[The necessary measures to support participants during mobility are listed[[20]](#footnote-20) in the inter-institutional agreement (section D) and implemented by the Erasmus management officer and the Inclusion officer.* *Additional support measures may be set out in the Inter-Institutional Agreement.]*

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**2.11 Indicate the measures that your Institute will take to support the participants after the mobility**

*[The necessary measures to support participants after the mobility are listed[[21]](#footnote-21) in the inter-institutional agreement (section D) and implemented by the Erasmus management officer and the Inclusion officer.* *Additional support measures may be set out in the Inter-Institutional Agreement.]*

[**See the corresponding field in part I**]

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**B. RELEVANCE OF STRATEGY**

**Explain why the planned mobility project is relevant to the internationalization strategy of the higher education institutions involved. Present previous experience of similar projects with higher education institutions in the selected regions and countries, if any. Present the proposed type(s) of mobility (studies, traineeship, staff teaching or staff training), the subject areas and other specificities. If diverting, please detail the relevance of your strategy for different partner countries in the same region.**

**3. Management of relevant programs and projects**

**Present your previous experience in managing of the same or related programs or projects (in any subject area) with the candidate HEI partner for cooperation or with other HEIs or organizations (outside HEIs) in the partner country.**

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**4. Relevance of the scientific object of the cooperation between H.Ε Is**

**4.1 Analyze briefly and comprehensively the scientific object[[22]](#footnote-22)** **of the activity and present every factor that will contribute to the quality implementation of the proposed project.**

*[Scientific equipment, know-how, research or educational collaborations between Η.Ε.Ιs and organizations at national and international level, scientific publications, conferences, etc.]*

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**4.2 Refer any previous collaboration in this scientific field with the candidate H.E.I (if any) and with other H.E.Is and organizations in the partner country.**

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**4.3 Relevance of the internationalization strategy of the Institutions**

**Explain why the planned mobility project is relevant to the internationalization strategy of the higher education institutions involved.**

*[Explain why you chose to cooperate with this H.E.I. You have to justify the common interest of the activity in this scientific field for the* ***H.E.Is*** *and their* ***countries*** *focusing on the necessity of solving common issues (for example* *tackling common environmental problems, sustainable growth of the national economy, etc), related to the “Environment and fight against climate change” to the “Digital Transformation” and to the “Participation in democratic life, common values and civic engagement”(3 priorities of the program).Explain why this field of science is a matter of global interest.]*

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**5. Justification of the number of participants for each type of proposed mobility**

[**See the field 2.8 in part I**]

*Describe the individual activities by type of outgoing mobilities and explain how they cover the specific scientific field as a whole.]*

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**C. IMPACT AND DISSEMINATION**

**Explain the desired impact of the mobility project on participants, beneficiaries, partner organizations and at local, regional and national levels. Describe the measures, which will be taken to disseminate the results of the mobility project at faculty and institution levels, and beyond where applicable. If diverting, please detail the relevance of your strategy for different partner countries in the same region.**

**6. Impact**

**6.1 First, identify the groups that your activity targets that will benefit from your project.**

*[Target groups from education system, the scientific community, the industrial or agricultural production, the political system, the society, youth, persons with fewer opportunities to participate in social activities and in the mobility program (priority of the program / see the* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) */ p.7-8), decision-making centers, interest groups, experts, media, etc.]*

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**6.2 Mention the expected results of the collaboration for outgoing students of each cycle of studies (1st, 2st or 3st or recently graduates) by type (study and traineeship) of proposed mobility.**

[**See the field 2.8 in part I**]

*[For example, improving scientific knowledge and learning performance, becoming familiar with new methods, technologies and products, acquiring skills in new languages, increasing motivation to participate in future education / training programs, increasing capacity for vocational rehabilitation, intercultural awareness on issues of global interest, etc.]*

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**6.3 Mention the expected results of the collaboration for outgoing staff members for teaching or training by type of proposed mobility.**

*[For example, improving the academic profile, familiarity on new teaching methods and educational strategies, establishment of global working groups on common research or educational issues of international interest, creation of a digitally accessible repository to monitor developments in this scientific object and to process information from scientists of common interest from around the world, (digital transformation is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.8-9), concluding new collaborations or continuing existing ones through funded research projects and programs, etc.]*

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**6.4 Indicate the expected results of the cooperation for your Institute.**

*[For example, strengthening the links between the Faculties of the Polytechnic through the cooperation for the investigation of this scientific subject from different perspectives, improved professional environment by exchanging and adapting good practices in scientific research on education co-creation and experimentation, increased capacity to operate at international level with improved management skills and internationalization strategies, development of a high-performing digital education ecosystem in education and research (digital transformation is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.8-9), development of cultural / economic / academic linkages with partners from other countries, increased quality in the preparation / implementation / monitoring of this type of projects, development and support of tools to promote mobility and reinforce their scientific quality, ect.]*

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**6.5 Indicate the expected results of the cooperation for your country.**

*[For example, building knowledge, skills and attitudes that will contribute to tackling environmental problems and the sustainable growth of the national economy (environment and fight against climate change is a priority of Erasmus program see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.10-11). Particular emphasis should be placed on the impact of activities in areas of strategic importance for sustainable development, such as on development of innovative educational practices (developing green sectorial skills strategies and methodologies, future-oriented curricula, as well as initiatives that support the planned approaches of the participating organizations regarding environmental sustainability), on rural development (sustainable agriculture, natural resource management, soil protection, organic farming), and on saving of energy resources, reducing energy use, waste management, reducing of carbon footprint, sustainable food, sustainable transport modes etc, and generally on promoting more environmentally responsible behavior.*

*Emphasis should be placed on the impact from the development and implementation of digital transformation plans of the country's educational institutions (co-teaching in specialized scientific subjects that cannot be covered by an Institution, teleconferences, exchange of information on objects of common interest by creating common digital repositories, conferences, teleconferences or events for the information of the public, etc.). Digital transformation is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.8-9).*

*In addition, you can mention the impact of the proposed activities on the democratic life, on the formation of common values and on the promotion of citizen participation in the political and social life of your country.(“Participation in democratic life, common values” is a priority of the program, see:* [*Erasmus+ Guide 2022*](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) *p.10)]*

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**6.6 Identify the expected results of the cooperation at international level**

*[Identify the expected results of your activities in the development of interdisciplinary cooperation on issues of international interest with emphasis on the three priorities of the Erasmus program: 1) “****Environment and fight against climate change****”, 2) “****Digital Transformation****”, 3)* ***Participation in democratic life, common values and civic engagement.*** *Identify the impact of your proposed activities on raising public awareness or influencing policies and practices that promote the values of the European Union for the harmonious coexistence of nations with respect to different cultural practices and beliefs.]*

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**7. Dissemination**

**Identify briefly and clearly the measures to disseminate the results of the proposed activities at the level of schools and institutions in your country.**

**7.1 Measures for the dissemination of the results at the level of your School / Institution**

*[For example, posts on the websites and social media of your Schools and Institution, print media, presentations at events, etc.]*

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**7.2** **Measures for the dissemination of the results at the level of your Country**

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| **C2.2** Measures for the dissemination of the results at the level of your Country  *[For example conferences, events in collaboration with other H.Ε.Ι or organizations (except H.E.I), publications in local or national press, posts on popular websites, etc]* |

**7.3** **Measures for the dissemination of the results at international level**

*[For example, publications in prestigious international journals, and announcements in international conferences, postings on scientific websites in collaboration with the H.E.I partner or organizations (except H.E.I) from the participating countries.]*

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1. The inter-institutional agreement will be signed by the legal representatives of the collaborating Institutes after the approval of the cooperation proposal by the Greek coordinating unit of the Erasmus program. [↑](#footnote-ref-1)
2. One of the priorities of the Erasmus program is to reach out and increase the accessibility to more participants with fewer opportunities in mobility. This strategy aims to help address potential barriers (disabilities or health problems, barriers linked to education and training systems or to discrimination, cultural differences and economic, social and Geographical barriers or combination among them ) that some groups may face in accessing to the mobility program (for more information see the [Program Guide](https://www.iky.gr/el/iky-items/item/3775) 2022/pp. 7-8). For this reason, the appointment of a person is usually recommended by the international relations office of each Institution (Inclusion officer), which is responsible for posting information about the program's potential for people with fewer opportunities and for managing their mobility. [↑](#footnote-ref-2)
3. ISCED Fields of Education and Training 2013 (ISCED-F 2013):

   http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf [↑](#footnote-ref-3)
4. For an easier and consistent understanding of language requirements, use of the Common European Framework of Reference for Languages (CEFR) is recommended, see <http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr> [↑](#footnote-ref-4)
5. For an easier and consistent understanding of language requirements, use of the Common European Framework of Reference for Languages (CEFR) is recommended, see http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr [↑](#footnote-ref-5)
6. Τhe selection of participants as provided in the Handbook for Participating Organizations♣ (<https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-international-credit-mobility_en> (pages 26,27) of Erasmus+ International Credit Mobility:

   *“The selection procedure must be fair, transparent and well-documented. The calls for applications must be public and the selection criteria (e.g. academic performance of the candidate, motivation, relevant experience etc.) shall be made public.*

   *The Erasmus+ Programme aims at promoting equity and inclusion by facilitating access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers. Therefore, in the case of student mobility, partners are encouraged to take other elements beyond academic merit into account to ensure participation of students from disadvantaged backgrounds. For students from Partner Countries, in case of equivalent academic level, preference should be assigned to students from less advantaged socio-economic backgrounds (including refugees, asylum seekers and migrants).*

   *The HEI shall take the necessary measures to prevent any conflict of interest with regard to persons who may be invited to take part in the selection bodies or selection process. There should be appeal procedures in place.*

   *Lower priority will be given to those who have already participated in mobility actions in the same study cycle under the LLP-Erasmus Programme, Erasmus Mundus Programme or Erasmus+ Programme. In the case of Erasmus Mundus Master Courses and Erasmus Mundus Joint Master Degrees, previous participation is only taken into account for scholarship holders. A student can go on mobility several times, up to a maximum of 12 months per study cycle. Prior experience under LLP-Erasmus Programme; Erasmus+ mobility for higher education students (both KA103 and KA107) and as scholarship holders of Erasmus Mundus Master Courses and Erasmus Mundus Joint Master Degrees is taken into account for the maximum of 12 months. However, participation in Erasmus Mundus Master Courses and Erasmus Mundus Joint Master Degrees as self-financing participants is not taken into account.*

   *Once students are selected, they should receive the Erasmus+ Student Charter (*[*https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmus-student-charter-july2018\_en.pdf*](https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmus-student-charter-july2018_en.pdf) *) from their sending institution, setting out the student's rights and obligations with respect to her/his period of study abroad, and explaining the different steps to be undertaken before, during and after mobility. Prior to their departure, staff members must have agreed on a mobility programme with the sending and receiving institutions”.* [↑](#footnote-ref-6)
7. Please get information ([announcement](https://www.tuc.gr/index.php?id=8094&tx_tucforum_forumdisplay%5Btopic%5D=40614&tx_tucforum_forumdisplay%5Baction%5D=show&tx_tucforum_forumdisplay%5Bcontroller%5D=Topic)) for the countries where outgoing mobility is allowed only for PhD candidates. [↑](#footnote-ref-7)
8. Graduates (1st, 2st or 3st cycle) should apply to participate in the mobility program during the last year of their studies, so that the mobility is completed within one year after graduation. [↑](#footnote-ref-8)
9. You can list the candidate organizations for student’s traineeship, if this information is available before submitting the partnership proposal. [↑](#footnote-ref-9)
10. Before the mobility, the he higher education institution located in a Partner Country of Erasmus+ further undertakes to:

    -*Provide information on courses (content, level, scope, language) well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.*

    *-Ensure that outbound mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency.*

    *-Ensure that student and staff mobility for education or training purposes is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.*

    *-Provide assistance related to obtaining visas, when required, for incoming and outbound mobile participants. Costs for visas can be covered with the mobility grants. See the information / visa section for contact details.*

    *-Provide assistance related to obtaining insurance, when required, for incoming and outbound mobile participants. The institution from the Partner Country should inform mobile participants of cases in which insurance cover is not automatically provided. Costs for insurance can be covered with the organisational support grants. See the information / insurance section for contact details.*

    *-Provide guidance to incoming mobile participants in finding accommodation. See the information / housing section for contact details.* [↑](#footnote-ref-10)
11. During the mobility the higher education institution located in a Partner Country of Erasmus+ further undertakes to:

    *-Ensure equal academic treatment and services for home students and staff and incoming mobile participants and integrate incoming mobile participants into the institution’s everyday life, and have in place appropriate mentoring and support arrangements for mobile participants as well as appropriate linguistic support to incoming mobile participants.*

    *-Provide, free-of-charge, incoming mobile students and their sending institutions with transcripts in English or in the language of the sending institution containing a full, accurate and timely record of their achievements at the end of their mobility period.*

    *-Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement****.*** [↑](#footnote-ref-11)
12. After the mobility the he higher education institution located in a Partner Country of Erasmus+ further undertakes to:

    *-Accept all activities indicated in the learning agreement as counting towards the degree, provided these have been satisfactorily completed by the mobile student.*

    *-Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers****.***

    *-Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement****.*** [↑](#footnote-ref-12)
13. Keep in mind that the activities which are priorities for granting from the Erasmus program should be related to:

    1) “**Environment and fight against climate change**”(see: [Erasmus+ Guide 2022](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) pp.9-10). According to the new development strategy of “[European Green Deal Communication](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en)” (https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal\_en) priority is given to activities on carbon neutrality, fight against global warming, sustainable development, reduce energy use, waste management, sustainable food and any activity that contributes to changing behavior into individual preferences and cultural values that support awareness and the active engagement to sustainable development.

    2) “**Digital Transformation**” (see: [Erasmus+ Guide 2022](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) pp.8-9). According to the “[Digital Education Action Plan 2021-2027](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)” (<https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en>) priority is given to activities related to: a) development of a high-performing digital education ecosystem in all type of education and training institutions on how to exploit the opportunities offered by digital technologies for teaching and learning at all levels and for all sectors and to develop and implement digital transformation plans of educational institutions, b) supporting actions aiming at enhancing digital skills and competence development at all levels of society and for everyone (including young people with fewer opportunities, students, job seekers and workers). In line with these two strategic priorities of the Action Plan, a European Digital Education Hub will be established to reinforce cooperation on digital education. The aim of the Hub will be to support Member States through closer cross-sectoral cooperation by addressing digital education in a lifelong learning perspective. The Hub will connect national authorities, the private sector, experts, researchers, education and training providers and civil society through a more agile development of policy and practice in digital education.

    3) “**Participation in democratic life, common values and civic engagement**”. (see: [Erasmus+ Guide 2022](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) p.10). Priority is given to the development of social and intercultural competences, critical thinking and media literacy through projects that offer opportunities for people’s participation in democratic life, social and civic engagement through formal or non-formal learning activities with emphasis on raising awareness of and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their social, cultural and historical heritage. The focus put on “[Youth Participation Strategy](https://www.salto-youth.net/rc/participation/ypstrategy/)” (<https://www.salto-youth.net/rc/participation/ypstrategy/> ) to provide a common framework and support the use of the Programme to foster youth participation in democratic life. The “[Youth Participation Toolkit](https://participationpool.eu/toolkit/)” (<https://participationpool.eu/toolkit/>) accompanies the Strategy and aims to, in practical terms, enhance the participation of young people in each of the actions of the Programme, by sharing know-how, recommendations, tools and practical guidance. [↑](#footnote-ref-13)
14. The inter-institutional agreement will be signed by the legal representatives of the collaborating Institutes after the approval of the cooperation proposal by the Greek coordinating unit of the Erasmus program. [↑](#footnote-ref-14)
15. One of the priorities of the Erasmus program is to reach out and increase the accessibility to more participants with fewer opportunities in mobility. This strategy aims to help address potential barriers (disabilities or health problems, barriers linked to education and training systems or to discrimination, cultural differences and economic, social and Geographical barriers or combination among them ) that some groups may face in accessing to the mobility program (for more information see the [Program Guide](https://www.iky.gr/el/iky-items/item/3775) 2022/pp. 7-8). For this reason, the appointment of a person is usually recommended by the international relations office of each Institution (Inclusion officer), which is responsible for posting information about the program's potential for people with fewer opportunities and for managing their mobility. [↑](#footnote-ref-15)
16. For an easier and consistent understanding of language requirements, use of the Common European Framework of Reference for Languages (CEFR) is recommended, see <http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr> [↑](#footnote-ref-16)
17. For an easier and consistent understanding of language requirements, use of the Common European Framework of Reference for Languages (CEFR) is recommended, see http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr [↑](#footnote-ref-17)
18. Τhe selection of participants as provided in the Handbook for Participating Organizations♣ (<https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-international-credit-mobility_en> (pages 26,27) of Erasmus+ International Credit Mobility:

    *“The selection procedure must be fair, transparent and well-documented. The calls for applications must be public and the selection criteria (e.g. academic performance of the candidate, motivation, relevant experience etc.) shall be made public.*

    *The Erasmus+ Program aims at promoting equity and inclusion by facilitating access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers. Therefore, in the case of student mobility, partners are encouraged to take other elements beyond academic merit into account to ensure participation of students from disadvantaged backgrounds. For students from Partner Countries, in case of equivalent academic level, preference should be assigned to students from less advantaged socio-economic backgrounds (including refugees, asylum seekers and migrants).*

    *The HEI shall take the necessary measures to prevent any conflict of interest with regard to persons who may be invited to take part in the selection bodies or selection process. There should be appeal procedures in place.*

    *Lower priority will be given to those who have already participated in mobility actions in the same study cycle under the LLP-Erasmus Program, Erasmus Mundus Program or Erasmus+ Program. In the case of Erasmus Mundus Master Courses and Erasmus Mundus Joint Master Degrees, previous participation is only taken into account for scholarship holders. A student can go on mobility several times, up to a maximum of 12 months per study cycle. Prior experience under LLP-Erasmus Program; Erasmus+ mobility for higher education students (both KA103 and KA107) and as scholarship holders of Erasmus Mundus Master Courses and Erasmus Mundus Joint Master Degrees is taken into account for the maximum of 12 months. However, participation in Erasmus Mundus Master Courses and Erasmus Mundus Joint Master Degrees as self-financing participants is not taken into account.*

    *Once students are selected, they should receive the Erasmus+ Student Charter (*[*https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmus-student-charter-july2018\_en.pdf*](https://ec.europa.eu/programmes/erasmus-plus/sites/default/files/erasmus-student-charter-july2018_en.pdf) *) from their sending institution, setting out the student's rights and obligations with respect to her/his period of study abroad, and explaining the different steps to be undertaken before, during and after mobility. Prior to their departure, staff members must have agreed on a mobility program with the sending and receiving institutions”.* [↑](#footnote-ref-18)
19. Before the mobility, the he higher education institution located in a Partner Country of Erasmus+ further undertakes to:

    -*Provide information on courses (content, level, scope, language) well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.*

    *-Ensure that outbound mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency.*

    *-Ensure that student and staff mobility for education or training purposes is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.*

    *-Provide assistance related to obtaining visas, when required, for incoming and outbound mobile participants. Costs for visas can be covered with the mobility grants. See the information / visa section for contact details.*

    *-Provide assistance related to obtaining insurance, when required, for incoming and outbound mobile participants. The institution from the Partner Country should inform mobile participants of cases in which insurance cover is not automatically provided. Costs for insurance can be covered with the organisational support grants. See the information / insurance section for contact details.*

    *-Provide guidance to incoming mobile participants in finding accommodation. See the information / housing section for contact details.* [↑](#footnote-ref-19)
20. During the mobility the higher education institution located in a Partner Country of Erasmus+ further undertakes to:

    *-Ensure equal academic treatment and services for home students and staff and incoming mobile participants and integrate incoming mobile participants into the institution’s everyday life, and have in place appropriate mentoring and support arrangements for mobile participants as well as appropriate linguistic support to incoming mobile participants.*

    *-Provide, free-of-charge, incoming mobile students and their sending institutions with transcripts in English or in the language of the sending institution containing a full, accurate and timely record of their achievements at the end of their mobility period.*

    *-Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement****.*** [↑](#footnote-ref-20)
21. After the mobility the he higher education institution located in a Partner Country of Erasmus+ further undertakes to:

    *-Accept all activities indicated in the learning agreement as counting towards the degree, provided these have been satisfactorily completed by the mobile student.*

    *-Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers****.***

    *-Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement****.*** [↑](#footnote-ref-21)
22. Keep in mind that the activities which are priorities for granting from the Erasmus program should be related to:

    1) “**Environment and fight against climate change**”(see: [Erasmus+ Guide 2022](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) pp.9-10). According to the new development strategy of “[European Green Deal Communication](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en)” (https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal\_en) priority is given to activities on carbon neutrality, fight against global warming, sustainable development, reduce energy use, waste management, sustainable food and any activity that contributes to changing behavior into individual preferences and cultural values that support awareness and the active engagement to sustainable development.

    2) “**Digital Transformation**” (see: [Erasmus+ Guide 2022](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) pp.8-9). According to the “[Digital Education Action Plan 2021-2027](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)” (<https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en>) priority is given to activities related to: a) development of a high-performing digital education ecosystem in all type of education and training institutions on how to exploit the opportunities offered by digital technologies for teaching and learning at all levels and for all sectors and to develop and implement digital transformation plans of educational institutions, b) supporting actions aiming at enhancing digital skills and competence development at all levels of society and for everyone (including young people with fewer opportunities, students, job seekers and workers). In line with these two strategic priorities of the Action Plan, a European Digital Education Hub will be established to reinforce cooperation on digital education. The aim of the Hub will be to support Member States through closer cross-sectoral cooperation by addressing digital education in a lifelong learning perspective. The Hub will connect national authorities, the private sector, experts, researchers, education and training providers and civil society through a more agile development of policy and practice in digital education.

    3) “**Participation in democratic life, common values and civic engagement**”. (see: [Erasmus+ Guide 2022](https://www.iky.gr/el/iky-rss/item/3776-anartisi-odigoy-erasmus-2022) p.10). Priority is given to the development of social and intercultural competences, critical thinking and media literacy through projects that offer opportunities for people’s participation in democratic life, social and civic engagement through formal or non-formal learning activities with emphasis on raising awareness of and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their social, cultural and historical heritage. The focus put on “[Youth Participation Strategy](https://www.salto-youth.net/rc/participation/ypstrategy/)” (<https://www.salto-youth.net/rc/participation/ypstrategy/> ) to provide a common framework and support the use of the Programme to foster youth participation in democratic life. The “[Youth Participation Toolkit](https://participationpool.eu/toolkit/)” (<https://participationpool.eu/toolkit/>) accompanies the Strategy and aims to, in practical terms, enhance the participation of young people in each of the actions of the Programme, by sharing know-how, recommendations, tools and practical guidance. [↑](#footnote-ref-22)